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ABSTRACT

Outlined is the 5-year plan (1973-78) for public school special education services (preschool through post high school) in Fairfax County, Virginia. Included are a brief statement of the school division's philosophy of special education and a summary of a survey of nine categories of handicapped children showing how many are or are not being served by various types of programs. Detailed report forms are included on the educable mentally retarded, trainable mentally retarded, hearing-impaired, visually impaired, emotionally disturbed, learning disabled, physically handicapped, speech handicapped, and multiply handicapped. Reports on each disability population include: a specific report (from the survey of handicapped children) on how many children are or are not being served in various types of programs at various age levels; program plans for each of 5 years which include specific problem areas (such as need for music therapy for the mildly retarded or insufficient itinerant therapist time to eliminate waiting lists) matched with objectives and activities; the number of instructional and paraprofessional personnel (current and projected) matched with the number of children served; and the number of current and projected programs, whether self-contained, resource, or itinerant, serving that handicap area on each educational level. Also included are brief discussions of special provisions for materials, transportation, cooperation with other school divisions or agencies, and plans for program evaluation. (LC)

UPDATED

FIVE-YEAR PLAN

FOR

SPECIAL EDUCATION SERVICES

Fairfax County Public Schools

Fairfax, Virginia

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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Prepared by

The Special Education Staff
Department of Instructional Services
Division of Special Education

Dr. S. John Davis, Division Superintendent

February 1974

EC 062 944

ET 006785

Foreword

The *Five-Year Plan for Special Education Programs in Fairfax County Public Schools* was written in compliance with Section 22-9.1:03, *Code of Virginia*, and regulations of the State Board of Education, *Standards of Quality and Objectives for Public Schools in Virginia*, enacted 1972. It is an extrapolation of such documents as the *Blueprint for Action*, the *Special Education Study*, a cost analysis of the *Blueprint* and a planning report recommending facilities for programs for children with special needs, as well as the expertise of selected special education staff and consultants. This revised plan has been developed in consultation with the local special education advisory committee and is based on the original Five-Year Plan which was approved by the School Board on June 28, 1973.

The revised plan should not be viewed as final. It can and must be altered as more comprehensive incidence data is procured; as programming is extended beyond the present ages of 5-18, to include ages 2-5 and 18-21; as the full impact of longitudinal programs, preschool through high school, are evaluated; as intensive staff development is initiated and expanded; as priorities are reordered; as students, through improved assessment, resource assistance or more discrete planning, are more frequently involved in general education programs; and as other variables act upon present planning.

Implications for cost in this expanding program are many and complex. As we add preschool children, ages 2-5, and post-school students, ages 18-21, the Special Education Division, because of state legislation, will move from a total school population of approximately 137,000 students to a potential of 195,000 from which to draw students with handicapping conditions. The state and local commitment for children with handicapping conditions is not only to identify them, but to provide appropriate educational opportunities for them through local programs, regional cooperative programs, or tuition assistance when no public school program is available.

Appropriate educational opportunities in the Special Education Division in the past have been limited and highly selective. The goal of the Fairfax County Public Schools is to accept the responsibility for the development of each child into an adult who can stand confidently, participate fully, learn continually and contribute meaningfully in his world insofar as he is able. Insuring appropriate educational opportunities for all must include not only appropriate programs, but monies for personnel, equipment, materials, supplies, transportation, staff development, and facilities.

Foreword (cont.)

The philosophy of the Five-Year Plan is relatively simple. The service needed by a student to succeed at his potential should be provided. No child should receive more service than is necessary or appropriate. Services should be provided along a continuum. Some students may do very well based in regular classrooms, with periodic help from specialists, while other students may require help on a daily basis. Minimal special help may be sufficient for some; others cannot attend school without a completely altered program. The Five-Year Plan includes services at all levels along the continuum.

*Gary D. Snodgrass, Coordinator
Special Education Division*

PERSONNEL INVOLVED IN THE STUDY

ORIGINAL FIVE-YEAR PLAN

Gary D. Snodgrass	Coordinator, Special Education Division
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PERSONNEL INVOLVED IN THE PREPARATION OF THE UPDATED FIVE-YEAR PLAN

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Donald McGee	Program Specialist--Hearing
Jane Milnes	Program Specialist--Vision
Frank Moore	Educational Technologist
Gene P. Moore	Operations Specialist
Claudia Nelson	Program Specialist--Speech
Robert Pantall	Learning Disabilities Specialist, Area II
Betty Pubright	Program Specialist--Moderately Retarded
Martha Selph	Program Specialist--Emotionally Disturbed/Autistic/Mildly Retarded/ Vocational
Marilyn Semmes	Program Specialist--Preschool
Nancy Vorobey	Program Development Specialist--Central Auditory Abilities

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Report Form: *Updated Five-Year Plan for Special Education Programs*

Number 2

DATE DUE:

February 15, 1974

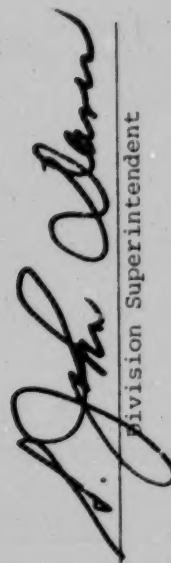
Please return one copy of this form to:

Mr. James T. Micklem, Director
Division of Special Education
State Department of Education
Richmond, Virginia 23216

I submit herewith our *Five-Year Plan for Special Education Programs* in accordance with Section 22-9.1:03, *Code of Virginia*, Special Education Program Standard as contained in the *Standards of Quality* and the regulations of the State Board of Education

This Plan has been developed in consultation with the local special education advisory committee and was approved by the School Board on February 14, 1974
(Date)

Fairfax County
School Division


Division Superintendent

February 14, 1974

Date

Elements to be included in the Five-Year Plan are as follows:

1. Brief narrative statement of the school division's philosophy of special education, including the relationship to the philosophy of education for all children.
2. Brief statement of the role and function of the Special Education Advisory Committee.
3. Form: 5 Yr. SEP-1 reports the Summary of Survey of Handicapped Children.
4. Forms: 5 Yr. SEP-2 through 5 Yr. SEP-10 (sections a-d) reports in summary the priority problem areas, objectives, personnel, and models planned for each category of handicapped children during each of the five years.
5. Form: 5 Yr. SEP-11 reports the Summary of Administrative and Other Support Personnel needed to implement your division's objectives for each school year.
6. Form: 5 Yr. SEP-12 reports the Local Special Education Committees and Policies.
7. Brief narrative description of the provisions for special instructional materials and equipment essential for handicapped children.
8. Brief narrative description of provisions for special transportation of handicapped children, if this is necessary, or statement that special transportation is not required.
9. Brief narrative description of cooperative arrangements with other school divisions or agencies which provide services for handicapped children, or a statement that these are not necessary.
10. Brief narrative description of plans for evaluating the educational services provided handicapped children.

Instructions

- I. Identification of the school division is required on each form and narrative statement.
- II. Abbreviations used are for areas of exceptionality as defined in *Administrative Requirements and Guidelines for Special Education Programs*.

EMR--Educable mentally retarded (Mildly retarded)
 TMR--Trainable mentally retarded (Moderately retarded)
 HI--Hearing-impaired
 VI--Visually impaired
 ED--Emotionally disturbed
 LD--Learning-disabled
 PH--Physically handicapped
 SH--Speech-handicapped
 MH--Multiple-handicapped

VII. Report Forms:

A. SEP-2 through SEP-10

1. Section a should indicate the number of handicapped children within the school division.
2. Section b:
 - a. Problem Areas--Describe briefly in child-centered terms major gaps and weaknesses in your special education program for this type of child. Indicate the number and ages of children affected by each problem. (List in order of priority.)
 - b. Objectives--By school years, describe briefly the major objectives which are expected to be achieved within each problem area.
 - c. Activities--By school year, list briefly the activities to meet each objective. Include a description of assignment of instructional personnel (self-contained special class, resource, itinerant, etc.)
3. Section c should indicate the current number of children served and the instructional and paraprofessional personnel employed. Further it should include the number of children to be served as well as instructional and paraprofessional personnel to be employed 1971-72.

4. Section d should report the current program and projected plans anticipated to implement services 1974-78.

The Self-Contained Model is a special class for one category of exceptional children. The major portion of the child's instructional program is provided within a small-group setting by a special teacher.*

The Resource Model is a program in which the special teacher* provides educational instruction in a specialized setting for children of one identified area of exceptionality. The amount of time spent in the special setting depends upon the needs of the child.

The Itinerant Model is a program in which the special teacher* provides educational instruction for a specific category of exceptional children who are maintained in the regular classroom. Service may be provided by this teacher to more than one school.

- B. SEP-12 should include the local Special Education Advisory Committee members, position, and term; the name of the chairman of the local placement committee; and the School Board special education policy.

- IV. Please note that the statistical data for the current year (1973-74) should be in agreement on all forms.

- V. Brevity and clarity are encouraged. If program needs and objectives remain constant for more than one year, refer to Number 1 on page 2 under elements to be included in the Five-Year Plan. There is no need for repetition.

- VI. Return the original form and 1 copy to the Division of Special Education, State Department of Education.

- VII. Plans are to project the full implementation of educational services for all handicapped children by the school year 1976-77 in accordance with State Board of Education regulations.

* The special education teacher, or speech pathologist, should meet state certification requirements for specific endorsement in the particular area of exceptionality for which employed.

FAIRFAX COUNTY PUBLIC SCHOOLS

SPECIAL EDUCATION DIVISION, DEPARTMENT OF INSTRUCTIONAL SERVICES

PHILOSOPHY

It is the intent of the Fairfax County Public Schools to:

- Accept the responsibility for the development of each exceptional child into an adult who can stand confidently, participate to his maximum potential, learn continually, and contribute meaningfully in his world as incorporated with the Fairfax County Public Schools philosophy of education for all children.
- Develop a comprehensive system of planning, programming, budgeting and evaluating for exceptional students, to insure quality programs of education.
- Initiate competency-based evaluations of personnel serving this population of exceptional students. These evaluations will determine the nature and extent of inservice training necessary to maintain a quality of service which insures that each child will reach his maximum potential.
- Construct a continuum of services offering each exceptional student educational alternatives necessary to meet his unique needs. Public school resources will be supplemented by the judicious use of tuition grants to enable students needing additional resources to attend state-approved private schools.
- Determine each student's eligibility, placement and continuance in a given program in accordance with the *Administrative Requirements and Guidelines for Special Education Programs*.
- Provide by September 1, 1977, through an orderly progression, appropriate educational services for all exceptional students in the Fairfax County Public Schools.

SUMMARY OF SURVEY OF HANDICAPPED CHILDREN

Page 5

1973-74 (Number of Children) *

	EMR	TMR	HI	VI	ED	LD	PH	SH	MH **	TOTAL HANDICAPPED
Served by local special education programs	976	215	221	76	49	1,332	85	2,419	0	5,373
Served by special education programs in other school divisions	0	0	0	0	6	0	0	0	2	8
Served by tuition--private day school	15	13	0	0	107	194	1	0	30	360
Served by tuition--private residential school	7	6	2	0	76	7	3	0	6	107
Served by contract with private school	1	0	1	0	1	1	0	3	0	7
Served by nonbound teachers	1	0	1	0	11	1	4	0	4	22
Served by state hospitals and institutions	3	71	13	5	19	0	3	0	28	142
Sub-total	1,003	305	238	81	269	1,535	96	2,422	70	6,019
Identified in public schools--NOT in special education programs	0	0	1	0	103	796	16	1,013	0	1,929
Identified not in public schools--NOT served	1	1	2	4	16	11	43	318	77	473
Sub-total	1	1	3	4	119	807	59	1,331	77	2,402
Number NOT receiving services	860	120	561	106	2,762	3,418	67	1,989	45	9,928
Suspected, not fully evaluated	1,864	426	802	191	3,150	5,760	222	5,742	192	18,349
Total										

Total school population

68,557	Number in elementary schools
23,102	Number in middle or junior high schools
44,224	Number in high school
135,883	Total
27,117	Preschool
32,115	Post-School
195,115	Grand Total

* Report each child only once.
** Multiple-Handicapped

MILDLY RETARDED (EHR) *

	Preschool (Ages 3-4)	K-1 (Ages 5-6)	1-2 (Ages 7-12)	3-12 (Ages 13-16)	17-21 (Ages 17-21)	Total
Served by local special education programs	6	125	305	495	45	976
Served by special education programs in other school divisions	0	0	0	0	0	0
Served by tuition--private day school	0	2	9	4	0	15
Served by tuition--private residential school	0	2	1	4	0	7
Served by contract with private school	1	0	0	0	0	1
Served by homebound teachers	0	1	0	0	0	1
Served by state hospitals and institutions	0	1	0	2	0	3
Sub-total	7	131	315	505	45	1,003
Number served						
Identified in public schools--NOT in special education programs	0	0	0	0	0	0
Identified but in public schools--NOT served	1	0	0	0	0	1
Sub-total	1	0	0	0	0	1
Number 493 receiving services						
Suspected, not fully evaluated	40	289	256	220	55	860
Total	48	420	571	725	100	1,864

* Report each child only once.

a. Problem Areas	b. Objectives	c. Activities
1973-74 1. Limited integration and maintenance of mildly retarded students capable of functioning in certain regular classroom activities. 2. Lack of sufficient staff to assure adequate follow-up and employer/school coordination for students in the present work-study program. 3. Need for review of the present instructional programs for the mildly retarded secondary students.	1. To provide support to the integrated student and regular classroom teacher through the services of a resource teacher. 2. To provide follow-up and employer/school coordination for students employed through the work-study program. 3. To organize a program review committee to study, revise and develop a functional work-study program for secondary schools.	1. Add 6 resource teachers to the staffs of the centers for mildly retarded, not to be included in the pupil/teacher ratio of the school, to assist mildly retarded students, regular students, and the classroom teachers to participate in the regular classroom program. 2. Provide 4 full-time work-study coordinators in the placements, follow-ups, and job/program coordination within the school setting and with employers and service agencies working with this school population. 3. Direct the planning specialist in the Division of Special Education to coordinate the activities of a program review committee in studying, revising and developing an instructional program for mildly retarded students at the secondary level.

a. Problem Areas	b. Objectives	c. Activities
1974-75 1. Need for additional programs modeled on the Reston Special Pre-School for Children with Developmental Difficulties. 2. Isolation of teacher and classroom where there is only one special education class in a school. 3. Limited support for mildly retarded students integrated into regular classes, as a result of insufficient direct assistance to teachers involved.	1. To develop additional preschool programs based on the Reston model. 2. To form clusters of no less than 2 nor more than 3 mildly retarded classrooms to a school setting. 3. To increase the amount of services offered to mildly retarded students in regular classes and to those teachers working with these students.	1. Develop and implement 3 classes based on the Reston model and fully fund the Reston preschool. 2. Select elementary schools to house clusters of mildly retarded classrooms, based on acceptance and interest of principal, suitable space and geographic location. 3. Assign resource teachers to schools where there are mildly retarded students in the mainstream, for the purpose of assisting regular teacher in programming for these students.
4. Need for brochures and slide-tape presentations which clearly and concisely describe the mildly retarded program.	4. To inform parents and the community of the services which are available to mildly retarded students.	Assign resource teachers to clusters of classrooms for mildly retarded to aid the special education teacher in placement and maintenance of students in the mainstream, and to assist the receiving teacher in programming for these children. 4. Produce brochures and slide-tape presentations which make the community aware of available services for mildly retarded students in Fairfax County Public Schools and counteract refusal of referral to, or placement in, mildly retarded programs by school staff or parents.
(cont.)	(cont.)	(cont.)

a. Problem Areas	b. Objectives	c. Activities
1974-75 (cont.)		
5. Need to assure employer/school coordination and follow-up for students in the work-study program.	5. To provide a vocational component to assure employer/school coordination and follow-up for work-study students.	4. Publish and distribute program reports and information to the community.
6. Need for a longitudinal curriculum of instruction to provide more viable experiences for special education students.	6. To initiate the development of a longitudinal curriculum to provide teachers with a guide from which they could identify the academic, psychosocial, and vocational skills required at each level, preschool through postgraduate, to accomplish the long-range objective of successful job placement.	5. Assign 4 vocational specialists, 1 for each administrative area, to direct the work-study component of the program.
7. Need for adaptive physical education and motor training for mildly retarded students.	7. To provide a limited adaptive physical education and motor training program for the mildly retarded.	6. Form a program curriculum committee to include: the program specialist, chairman; 4 vocational specialists; and 4 teachers. This committee will research the literature on mildly retarded programs, preschool through post-high school, and observe programs in operation in other parts of the country.
8. Need for a scheduled program of inservice for the instructional staff of mildly retarded students.	8. To insure inservice programs on a regular schedule designed to involve the instructional staff in the development of a vocationally oriented curriculum.	7. Schedule consultative time for the adaptive physical education teachers to work with teachers of mildly retarded students and for the regular physical education teachers who teach mildly retarded students.
(cont.)	(cont.)	8. Request that regularly scheduled inservice days be included in the Fairfax County school calendar. The total staff for the mildly retarded will participate in the development of the curriculum through inservice meetings.

(cont.)

a. Problem Areas	b. Objectives	c. Activities
1974-75 (cont.)		
9. Need to increase competencies of personnel in the program for mildly retarded.	9. To provide ongoing educational opportunities as appropriate to need.	9. Request the Office of Staff Development and Training to continue to make available, through local universities, courses of instruction to insure competency-based teacher education for the staff of the program for mildly retarded.
10. Need for music therapy in the program for mildly retarded.	10. To provide for music therapy in the program for mildly retarded in Fairfax County Public Schools.	10. Research available programs of music therapy for study.
11. Need for reevaluation of student placement in the mildly retarded program.	11. To ascertain the most recent date of psychological testing on each student in the mildly retarded program.	11. Search the computer for psychological test dates on each student in the mildly retarded program and provide for systematic follow-up procedures.
12. Need to provide systematic program of training in auditory perceptual skills.	12. To develop central auditory abilities in students through a systematic, sequential program.	12. Provide teachers with a systematic, sequential program designed to develop the central auditory abilities of students, training in program use, and supporting consultative services as indicated.

a. Problem Areas	b. Objectives	c. Activities
1975-76		
1. Need for increased services to mildly retarded preschool children.	1. To develop additional preschool program.	1. Develop and implement additional preschool class.
2. Need for extended resource support.	2. To provide resource support in each elementary and secondary cluster.	2. Assign 1 resource teacher to each elementary cluster, and 2 resource teachers to each secondary cluster (or 1 intermediate and 1 high school).
3. Limited service in adaptive physical education and motor training.	3. To provide instruction in adaptive physical education in each administrative area.	3. Employ 4 full-time adaptive physical education teachers to coordinate the physical education program and conduct workshops in gross motor training for the instructional staff.
4. Need for increased community education and involvement in the program for the mildly retarded.	4. To distribute brochures and present slide-tape shows in the community.	4. Distribute brochures to offices of pediatricians, clinics, health departments, schools, organizations, etc. Schedule slide-tape presentations for PTA meetings, association meetings, parent groups, regular school staffs, day care centers, social services, etc.
5. Need for a curriculum guide for the mildly retarded program in Fairfax County, ages 2-21.	5. To finalize a draft of the longitudinal curriculum for the mildly retarded program, and begin implementation at all levels.	5. Complete a draft of the program model for mildly retarded program and initiate implementation.
6. Need for staff development programs.	6. To provide inservice to develop competencies in implementing the longitudinal vocational curriculum.	6. Vocational specialists assist classroom teachers in implementing the vocational curriculum at all levels
7. Need to plan for anticipated program growth in mildly retarded student population.	7. To provide classes and resource support for all identified mildly retarded students.	7. Provide instructional staff to meet objectives.

a. Problem Areas	b. Objectives	c. Activities
1975-77		
1. Need for more extensive parent programming and parent involvement in preschool.	1. To provide more extensive parent programming and increase parent involvement in the program for preschool children.	1. Provide consultants and inservice training to the preschool staff to enable them to facilitate more systematic parent programming and increase parent involvement in the preschool.
2. Need for a curriculum in adaptive physical education.	2. To initiate the development of an adaptive physical education program guide for the mildly retarded program.	2. Form a committee consisting of the vocational specialists and teachers for the mildly retarded from each level to refine the intermediate and high school component of the curriculum guide in light of experience gained from implementation.
3. Need for a curriculum guide for the mildly retarded program in Fairfax County.	3. To refine the intermediate and high school component of the curriculum sequence; implement fully.	3. Form a committee consisting of the adaptive physical education teachers and classroom teachers to develop a physical education curriculum guide.
4. Need for programs for staff development.	4. To insure uniformity in the general philosophy goals and curriculum of the program for mildly retarded students in the 4 administrative areas in Fairfax County.	4. Provide consultants and workshops in curriculum development and implementation.
5. Need to plan for anticipated program growth in mildly retarded student population.	5. To provide classes and resource support for all identified mildly retarded students.	5. Provide instructional staff to meet objectives.

A. Problem Areas	B. Objectives	C. Activities
1977-78		
1. Need to be certain all preschool mildly retarded children are being served.	1. To determine whether all preschool mildly retarded children are being served and plan to provide services where needed.	1. Review current available information in order to identify preschool children not presently being served and plan ways of implementing service to this population.
2. Need to reflect growth and change in informative literature.	2. To update the literature on the mildly retarded program.	2. Revise literature where needed; add to existing audiovisual presentations. Expand audience.
3. Need for a curriculum sequence in adaptive physical education.	3. To complete a draft of an adaptive physical education curriculum guide.	3. Direct the adaptive physical education committee to submit a rough draft of an adaptive physical education curriculum for study.
4. Need for a complete curriculum guide for the mildly retarded program.	4. To refine the elementary component of the curriculum guide.	4. Form a committee consisting of the vocational specialists and teachers of the mildly retarded from each level to refine the primary and elementary component of the curriculum guide in light of experience gained from implementation.
5. Need for inservice program for staff development.	5. To provide inservice to develop competencies in evaluating the longitudinal program.	5. Provide in-house consultants to assist in the evaluation of the Fairfax County curriculum guide for the mildly retarded program and its implementation in the classrooms.
6. Need for a student placement and counseling service, postgraduate.	6. To provide an employment-placement center for graduates, 16-21 years of age.	6. Design a work-study student placement and counseling service which would provide the student with information on further specialized training centers, placement in postgraduate training programs, (cont.)

(cont.)

(cont.)

(cont.)

a. Problem Areas	b. Objectives	c. Activities
1977-78 (cont.)		employment center for postgraduates seeking more advanced positions, and maintenance of student files and statistical data gathered for a basis of evaluating the effectiveness of the vocational program.

MILDLY RETARDED (EMR)

	Preschool (Ages 2-4)	K-3 (Ages 5-8)	4-7 (Ages 9-12)	8-12 (Ages 13-18)	Post H.S. (Age 19+)	Total
1. 1973-74						
No. children served	6	125	305	495	45	976
No. instructional personnel	1	11	21	46	8	87
No. paraprofessionals*	1	0	0	0	0	1
2. 1974-75						
No. children served	24	320	450	540	75	1,409
No. instructional personnel	4	18	26	36	3	87
No. paraprofessionals*	0	0	0	0	0	0
3. 1975-76						
No. children served	48	370	570	640	100	1,728
No. instructional personnel	8	20	31	40	4	103
No. paraprofessionals*	6	0	0	0	0	6
4. 1976-77						
No. children served	48	420	571	725	100	1,864
No. instructional personnel	8	22	31	43	4	108
No. paraprofessionals*	6	0	0	0	0	6
5. 1977-78						
No. children served	48	420	571	725	100	1,864
No. instructional personnel	8	22	31	43	4	108
No. paraprofessionals*	6	0	0	0	0	6

* Paraprofessionals--Includes such persons as aides, attendants, etc.

PROGRAM IMPLEMENTATION--CURRENT AND PROJECTED
MILDLY RETARDED (EMR)

Number of Programs	Self-Contained	Resource	Minority	Total
PROJECTED 1975-76				
Preschool	1	0	0	1
K-3	9	2	0	11
4-7	17	4	0	21
8-12	44	2	0	46
Post	0	0	3	3
PROJECTED 1974-75				
Preschool	4	0	0	4
K-3	13	5	0	18
4-7	20	6	0	26
8-12	36	0	0	36
Post	0	0	3	3
PROJECTED 1975-76				
Preschool	6	0	2	8
K-3	13	7	0	20
4-7	20	11	0	31
8-12	35	5	0	40
Post	0	0	4	4
PROJECTED 1976-77				
Preschool	6	0	2	8
K-3	13	9	0	22
4-7	20	11	0	31
8-12	35	8	0	43
Post	0	0	4	4
PROJECTED 1977-78				
Preschool	6	0	2	8
K-3	13	9	0	22
4-7	20	11	0	31
8-12	35	8	0	43
Post	0	0	4	4

SPECIFIC REPORT OF SURVEY OF HANDICAPPED CHILDREN

MODERATELY RETARDED (TMR) *

	0-4 (Ages 0-4)	5-9 (Ages 5-9)	10-12 (Ages 10-12)	13-15 (Ages 13-15)	16-18 (Ages 16-18)	Total
Served by local special education programs	0	48	57	93	17	215
Served by local education program in other than at all others	0	0	0	0	0	0
Served by tuition--in private day school	0	3	6	4	0	13
Served by tuition--in private residential school	0	1	2	2	1	6
Served by contract with private school	0	0	0	0	0	0
Served by homebound teacher	0	0	0	0	0	0
Served by state hospitals and institutions	0	2	26	30	13	71
Sub-total Number served	0	54	91	129	31	305
Identified in public schools--NOT in special education programs	0	0	0	0	0	0
Identified not in public schools--NOT served	0	1	0	0	0	1
Sub-total Number NOT receiving services	0	1	0	0	0	1
Suspected, not fully evaluated	69	26	15	10	0	120
Total	69	81	106	139	31	426

* Report each child only once.

a. Problem Areas	b. Objectives	c. Activities
<u>1973-74</u> 1. Inadequate oral communication skills presently exhibited by moderately retarded students. 2. Limited occupational training program for older moderately retarded students. 3. Need to determine the most appropriate physical configuration for the program for the moderately retarded.	1. To provide full-time services to those students identified as having communication problems in production and language. 2. To increase the opportunities for occupational training and sheltered job employment for these students. 3. To develop criteria for the selection of physical facilities necessary to house the moderately retarded program.	1. A full-time oral communications specialist, assigned to the Holmes Center, instruct students with communication problems. 2. Make available the full-time services of a specialist responsible for training and placing the moderately retarded in sheltered job positions in the community. 3. A committee composed of school personnel, parents, and consultants identify criteria for the selection of physical facilities necessary to house programs for the moderately retarded.

a. Problem Areas	b. Objectives	c. Activities
1374-75 1. Absence of vocational component for moderately retarded students. 2. Need for curriculum guides in the areas of safety, self-care, mathematics, and basic knowledge skills. 3. Need to identify preschool moderately retarded students. 4. Need to develop better understanding of moderately retarded program within the community.	1. To develop vocational component for moderately retarded students, ages 16-21. 2. To develop curriculum guides in the areas of safety, self-care, mathematics, and basic knowledge skills. 3. To identify preschool moderately retarded students in the community. 4. To promote better understanding of the program for moderately retarded in the community.	1. Provide vocational position and equipment to develop a vocational training component of the moderately retarded program. Identify skills for younger students which lead into vocational training. 2. Conduct curriculum workshop during the school year to write curriculum guides for use in the areas of safety, self-care, mathematics, and basic knowledge skills. 3. Conduct survey of moderately retarded children, birth to age 5. Complete diagnostic workup on all who will be 3 years old by 1975. 4. Prepare brochures on program for moderately retarded. Involve parents in developing curriculum guide (Objective 2) in order to foster a better understanding of the program.

a. Problem Areas	b. Objectives	c. Activities
1975-76 1. Need for psychomotor training for moderately retarded students. 2. Absence of occupational therapy in schools for the moderately retarded. 3. Absence of a preschool program for moderately retarded children. 4. Need for constant review and revision of the curriculum guide for moderately retarded. 5. Need to include post-high school students in vocational component.	1. To implement a regularly scheduled program in adaptive physical education and psychomotor training. 2. To insure that students needing occupational therapy receive assistance from licensed occupational therapist. 3. To initiate a program for 3- and 4-year-old preschool children. 4. To revise the curriculum guide in the areas of safety, self-care, mathematics, and basic knowledge skills. 5. To provide selected post-high school students with vocational skills in the area of laundry operations.	1. Provide full-time adaptive physical education/physical therapy teachers. 2. Provide part-time occupational therapist for moderately retarded students. 3. Add equipment and staffing needed at each center for the moderately retarded to implement a preschool program for children, ages 3 and 4. Provide consultative service to parents of 2-year-old moderately retarded children. 4. Conduct workshop for teachers, parents, and administrators to revise new portion of the curriculum for moderately retarded. 5. Provide training program and part-time employment for post-high school students in school laundry operations.

a. Problem Areas	b. Objectives	c. Activities
<u>1976-77</u> 1. Need to expand program to include all moderately retarded students, ages 2-21. 2. Lack of qualified teachers for pre-school moderately retarded classes. 3. Lack of space to provide for identified students in moderately retarded program.	1. To provide facilities and staff to implement full service to all moderately retarded, ages 2-21. 2. To assure fully trained staff in all classes for moderately retarded. 3. To provide expanded facilities to meet program needs.	1. Expand preschool program from present consultative services for parents of 2-year-old moderately retarded children to provide formal, small-group instruction directly to the child. 2. Initiate a series of inservice programs designed to strengthen the competencies of teachers working with preschool moderately retarded children. 3. In cooperation with Support Services Division, determine the plans and requirements necessary for the establishment of a center for moderately retarded students.

a. Action Area	b. Objectives	c. Activities
1977-78 Need for continual staff development to insure individualization of program.	To provide a comprehensive inservice training program for teachers of moderately retarded.	Develop a comprehensive inservice training program for teachers and aides. Provide substitute teachers for those teachers attending inservice programs.

MODERATELY RETARDED (TMR)

		Preschool (Ages 2-4)	K-3 (Ages 5-8)	4-7 (Ages 9-12)	8-12 (Ages 13-18)	Post H.S. (Age 18+)	Total
1. 1973-74	No. children served	0	48	57	93	17	215
	No. instructional personnel	0	5	6	9	2	22
	No. paraprofessionals*	0	4	5	8	2	19
2. 1974-75	No. children served	0	45	60	95	24	224
	No. instructional personnel	0	4.5	6	9.5	2	22
	No. paraprofessionals*	0	4.5	6	7.5	2	20
3. 1975-76	No. children served	54	72	72	108	36	342
	No. instructional personnel	** 9	7	7	11	4	38
	No. paraprofessionals*	9	7	7	11	4	38
4. 1976-77	No. children served	78	93	84	120	48	426
	No. instructional personnel	** 13	10	8.5	12	5	48.5
	No. paraprofessionals*	13	10	8.5	12	5	48.5
5. 1977-78	No. children served	78	96	84	120	48	426
	No. instructional personnel	** 13	10	8.5	12	5	48.5
	No. paraprofessionals*	13	10	8.5	12	5	48.5

* Paraprofessionals--Includes such persons as aides, attendants, etc.

** Based on 5/1 P/T ratio for preschool

PROGRAM IMPLEMENTATION--CURRENT AND PROJECTED
MODERATELY RETARDED (TMR)

Number of Programs	Self-Contained	Resource	Transfer	Other
1973-74 CURRENT				
Preschool	0			0
K-3	5			5
4-7	6			6
8-12	9			9
Post	2			2
1974-75 PROJECTED				
Preschool	0			0
K-3	4.5			4.5
4-7	6			6
8-12	9.5			9.5
Post	2			2
1975-76 PROJECTED				
Preschool	9			9
K-3	7			7
4-7	7			7
8-12	11			11
Post	4			4
1976-77 PROJECTED				
Preschool	13			13
K-3	10			10
4-7	8.5			8.5
8-12	12			12
Post	5			5
1977-78 PROJECTED				
Preschool	13			13
K-3	10			10
4-7	8.5			8.5
8-12	12			12
Post	5			5

SPECIFIC REPORT OF SURVEY OF HANDICAPPED CHILDREN

1973-74

HEARING-IMPAIRED *

	Preschool (Ages 2-4)	5-9 (Ages 5-9)	10-12 (Ages 10-12)	13-18 (Ages 13-18)	Over 18 (Age 18+)	Total
Served by local special education programs	27	92	59	43	0	221
Served by special education programs in other school divisions	0	0	0	0	0	0
Served by tuition--private day school	0	0	0	0	0	0
Served by tuition--private residential school	0	0	1	1	0	2
Served by contract with private school	1	0	0	0	0	1
Served by homebound teachers	0	1	0	0	0	1
Served by state hospitals and institutions	0	0	5	8	0	13
Sub-total Number served	28	93	65	52	0	238
Identified in public schools-- NOT in special education programs	1	0	0	0	0	1
Identified not in public schools--NOT served	1	0	0	0	1	2
Sub-total Number NOT receiving services	2	0	0	0	1	3
Suspected, not fully evaluated	88	79	122	158	114	561
Total	118	172	187	210	115	802

* Report each child only once.

7. Problem Areas	8. Objectives	9. Activities
1973-74		
1. Insufficient classroom positions for the number of preschool children needing service.	1. To increase the amount of services offered to children ages 2-5.	1. Add 1 full-time preschool teacher for children ages 2 and over.
2. Insufficient classroom positions for the number of children requiring total communication placement.	2. To increase the amount of services offered to total communication children ages 7-13.	2. Increase the number of teaching positions in the total communication program from 1 to 3 to include children up to age 13.
3. Insufficient itinerant therapist time to eliminate waiting lists.	3. To increase services in order to serve waiting-list children.	3. Add 1 itinerant therapist position for full-time therapy.
4. Bus rides too long for some children in the classroom programs.	4. To identify methods by which bus service could be improved.	4. Survey parents to determine amount of time spent on bus by each child. Coordinate with Transportation Division to plan reductions for children who have lengthy bus rides.
5. Approximately 15% of classroom population identified as having learning problems in addition to hearing impairment.	5. To select children with learning problems and provide alternative programming.	5. Add 1 full-time teaching position for a teacher dually trained in learning disabilities and education of the hearing-impaired.
6. Parent concerns about various aspects of the hearing program.	6. To establish more direct channels of communication between parents and administration.	6. Establish a liaison committee for regular meetings between central administration and representative parent group.

a. Problem Areas	b. Objectives	c. Activities
<u>1974-75</u> 1. Need to provide diagnostic services to schools which refer children with known or suspected hearing loss. 2. Many children who live too far from classroom centers. Improved bus service will not decrease length of bus ride sufficiently because of distances involved. 3. Indication of need for total communication classroom for children below the age of 7. 4. Absence of intermediate school classes for children requiring total communication. 5. Insufficient integration of hearing-impaired self-contained children into regular classes. 6. Few children identified age 2 and younger.	1. To extend itinerant program so that every school which refers children for evaluation may be served. 2. To identify one or more centers which would more effectively serve the needs of children with long bus rides. 3. To identify specific children below age 7 who require service in the total communication program. 4. To identify and provide service to total communication children of secondary ages. 5. To provide mainstream experiences for every child according to his degree of readiness. 6. To set up an identification program.	1. Add itinerant diagnosticians to follow up referrals from school principals and identify level of need for each child referred. 2. Establish a minimum of 3 classroom centers based on proximity to children served, as well as on potential for delivery of high-quality services. 3. Add a teaching position for total communication preschool class. 4. Add a position for intermediate total communication class. 5. See Objective 2 and Activity 2. Add itinerant positions to provide therapy and facilitate integration of hearing-impaired children into regular classes according to need. 6. Add positions for home-school preschool component to identify and serve younger hearing-impaired children.

a. Problem Areas	b. Objectives	c. Activities
1375-76		
1. Insufficient teaching positions to meet anticipated population growth at all levels of existing program. 2. Absence of a sufficiently differentiated program at preschool and elementary levels.	1. To increase staff to meet expected numbers needing service. 2. To provide differential programming for children who demonstrate needs beyond existing offerings.	1. Add teaching positions to meet increased population growth at pre-school, elementary and secondary levels. 2. Add preschool and elementary positions to provide classroom programs using natural language teaching, structured language teaching, for retarded hearing-impaired children and for learning-disabled hearing-impaired children.
3. Insufficient degree of instructional supervision for number of existing classrooms.	3. To provide more classroom supervision.	3. Provide 1 elementary position for head teacher to devote full time to instructional resource needs (classroom supervision) and 1 post-secondary position to coordinate high school programs and supervise career education curriculum. Provide 1 post-secondary position for children ages 18-21.
4. Over of resource and self-contained classrooms at intermediate and high school levels.	4. To provide secondary-age students with alternative opportunities based on need.	4. Add positions for both oral and total communication classrooms and resource rooms at intermediate and high school levels. See also Activity 3.
5. Lack of sufficient integration capability for preschool children.	5. To provide full integration for all preschool children who are ready for peer group interaction with normally hearing children.	5. Add preschool positions to permit matching of hearing-impaired children with normally hearing preschoolers in integrated settings.
6. Absence of behaviorally oriented reporting to parents of hearing-impaired children.	6. To establish reporting procedures based on a behavioral curriculum.	6. Complete curriculum implementation project and design reporting instruments.

a. Problem Areas	b. Objectives	c. Activities
<u>1976-77</u> 1. Need to serve all hearing-impaired infants and preschoolers identified through home-school survey and programming. 2. Need for alternative mainstreaming capabilities. 3. Insufficiency of program offerings at secondary level, especially for total communication children. 4. Need to expand services to meet anticipated growth at upper levels of program.	1. To establish sufficient capability to maintain continuing community survey program as well as teach the children identified. 2. To increase the amount of integration for each child who is not fully integrated with normally hearing children, including total communication children. 3. To increase types of offerings at secondary-age levels. 4. To provide necessary positions for upper elementary and secondary children.	1. Add positions for full implementation of service to hearing-impaired children ages 0-5, including a self-maintaining survey and reporting procedure which coordinates information from community resources on identification of hearing-impaired infants. 2. Add itinerant hearing positions to allow maximum integration of hearing-impaired children in their home schools with adequate therapy provided. 3. Add positions at the secondary level to provide for self-contained and resource programs for retarded, learning-disabled and other types of programs for profoundly deaf children. 4. Add an upper elementary or intermediate position for expected population growth.

a. Problem Areas	b. Objectives	c. Activities
<u>1977-78</u> 1. Need to evaluate progress and level of services. 2. Need for research information on public school programs for hearing-impaired children.	1. To conduct program-wide evaluation at the institutional level. 2. To collate pertinent data on all individual children and evaluate.	1. Through in-house and consultant services, evaluate program for hearing-impaired children to determine completeness of services offered. 2. Through computer capability, examine data on children served during past 5 years to determine trends and needs of the program.

HEARING-IMPAIRED

	No. children served	No. instructional personnel	No. paraprofessionals*	No. children served	No. instructional personnel	No. paraprofessionals*	No. children served	No. instructional personnel	No. paraprofessionals*
1976-77	27	92	59	43	0	221			
1977-78	4	10	10	3	0	27			
1978-79	3	3	5	0	0	11			
1979-80	30	122	105	47	0	304			
1980-81	6	15	13	7	0	41			
1981-82	4	3	4	1	0	12			
1982-83	64	185	192	152	0	593			
1983-84	11	17	14	12	0	58			
1984-85	8	5	7	3	0	23			
1985-86	74	249	233	234	6	802			
1986-87	12	22	23	18	1	76			
1987-88	8	6	8	4	0	26			
1988-89	74	249	239	234	6	802			
1989-90	12	22	23	18	1	76			
1990-91	8	6	8	4	0	26			

*Paraprofessionals--Includes such persons as aides, attendants, etc.

SPECIFIC REPORT OF SURVEY OF HANDICAPPED CHILDREN
1973-74

VISUALLY IMPAIRED *

	Preschool (Ages 2-4)	K-3 (Ages 5-8)	4-7 (Ages 9-12)	8-12 (Ages 13-18)	Post H.S. (Age 18+)	Total
Served by local special education programs	0	19	24	31	2	76
Served by special education programs in other school divisions	0	0	0	0	0	0
Served by tuition--private day school	0	0	0	0	0	0
Served by tuition--private residential school	0	0	0	0	0	0
Served by contract with private school	0	0	0	0	0	0
Served by homebound teachers	0	0	0	0	0	0
Served by state hospitals and institutions	0	0	0	5	0	5
Sub-total	0	19	24	36	2	81
Identified in public schools--NOT in special education programs	0	0	0	0	0	0
Identified not in public schools--NOT served	4	0	0	0	0	4
Sub-total Number NOT receiving services	4	0	0	0	0	4
Suspected, not fully evaluated	23	11	23	20	29	106
Total	27	30	47	56	31	191

* Report each child only once.

a. Problem Areas	b. Objectives	c. Activities
<u>1973-74</u> 1. Incomplete orders of braille and large-print books as supplied by the Virginia Commission for the Visually Handicapped as of September 1. 2. Lack of a central facility for the reception, dissemination, return and storage of materials belonging to Fairfax County Public Schools, the Virginia Commission for the Visually Handicapped, and other agencies. 3. Absence of a volunteer parent group to manage the reception, dissemination, return, and storage of materials belonging to Fairfax County Public Schools, the Virginia Commission for the Visually Handicapped, and other agencies. 4. Absence of a preschool program for visually impaired children, ages 2-4. (cont.)	1. To provide each visually impaired student with ordered books in the appropriate reading medium by September 1. 2. To provide a central facility for reception, dissemination, return and storage of materials for the vision program. 3. To engage a volunteer parent group to manage the central facility for the vision program. 4. To plan for a preschool program for visually impaired children, ages 2-4, that will be implemented during the 1974-75 school year. (cont.)	1. Establish an agreement with the Virginia Commission for the Visually Handicapped whereby the Commission must notify Fairfax County Public Schools by July 1 of the books they can supply by September 1. For those NOT furnished by the Commission, Fairfax County Public Schools is responsible for their procurement. 2. Provide space at one of the four special education media centers where materials for the vision program may be received, disseminated, returned and stored. 3. Engage a volunteer parent group to manage the reception, dissemination, return and storage of materials belonging to Fairfax County Public Schools, the Virginia Commission for the Visually Handicapped, and other agencies. 4. Develop plans for a preschool program that will offer homebound vision program service to visually impaired 2-year-olds and their parents, and self-contained vision program service to visually impaired 3- to 4-year-olds and their parents. Employ 1 teacher for the preschool vision program for 1973-74. (cont.)

a. Problem Areas	b. Objectives	c. Activities
<u>1973-74</u> (cont.) 5. Lack of inservice days for regular classroom teachers who have visually impaired students in their classes. 6. Lack of an aide for the preschool program.	5. To plan for inservice days for regular classroom teachers who have visually impaired students in their classes with emphasis on characteristics of visually impaired students, roles of itinerant vision personnel, materials for visually impaired students and subject area workshops. 6. To provide an aide for the preschool self-contained program.	5. Plan inservice days for regular classroom teachers who have visually impaired students in their classes to be implemented in the fall 1974 and January 1975. Provide substitute teachers for those teachers attending the inservice days. 6. Make budgetary provisions to employ an aide for the self-contained preschool vision program.

a. Problem Areas	b. Objectives	c. Activities
1274-75 1. Lack of extended vision screening procedures. 2. Absence of a summer program for visually impaired students. 3. Absence of consultative and support services from a local ophthalmologist. 4. Lack of low-vision aids service to visually impaired students. 5. Lack of local university courses in the area of visual impairment. (cont.)	1. To establish extended vision screening procedures which will identify children with vision problems in elementary schools in administrative Areas I and II. 2. To provide a summer program for visually impaired students of regular school age. 3. To provide ophthalmological consultation and support to the vision program. 4. To provide visually impaired students with low-vision aids prescription and utilization knowledge through the vision program consulting ophthalmologist. 5. To provide vision program personnel, parents, and others with courses related to visual impairment. (cont.)	1. Involve community Lions Clubs, parent groups, and vision program personnel in the purchase of vision screening equipment and administration of vision screening procedures in elementary schools in administrative Areas I and II. 2. Implement a summer program for school-age visually impaired students and provide continuous reinforcement of skills development, mobility training, and personal management. 3. Make budgetary provisions to contract a local ophthalmologist who will act as a consultant to the vision program beginning 1975-76. 4. Establish plans with the consulting ophthalmologist to provide low-vision aids prescriptions and utilization knowledge for visually impaired students. 5. Establish plans with Fairfax County Public Schools Office of Staff Development and Training to encourage local universities to offer specific courses related to visual impairment. (cont.)

a. Problem Areas	b. Objectives	c. Activities
<u>1974-75</u> (cont.) 6. Absence of teachers to serve anticipated growth in the visually impaired student population. 7. Absence of an additional aide for the preschool program. 8. Absence of a secretary for the management of the central materials facility for the vision program. 9. Absence of a braille transcriber/large-print typist for the vision program.	6. To provide identified visually impaired students with appropriate programs as growth occurs. 7. To provide an additional aide for the preschool self-contained program. 8. To provide a secretary for the central materials facility for the vision program. 9. To provide a braille transcriber/large-print typist who will transcribe materials into braille and large print as needed by visually impaired students.	6. Make budgetary provisions to employ 2 additional vision consultants, 2 orientation and mobility specialists, and 1 additional teacher for the preschool vision program for the 1975-76 school year. 7. Make budgetary provisions to employ an additional aide for the self-contained preschool vision program for the 1975-76 school year. 8. Make budgetary provisions to employ a secretary for the central materials facility for the vision program for the 1975-76 school year. 9. Make budgetary provisions to employ a braille transcriber/typist for the vision program for the 1975-76 school year.

a. Problem Areas	b. Objectives	c. Activities
1975-76 1. Lack of extended vision screening procedures in elementary schools in Areas III and IV. 2. Absence of a summer program for preschoolers. 3. Absence of teachers to serve anticipated growth in the visually impaired student population. 4. Lack of an additional aide for the preschool program.	1. To establish extended vision screening procedures which will identify children with vision problems in elementary schools in administrative Areas III and IV. 2. To provide a summer program for preschoolers which will emphasize regular preschool vision program activities. 3. To provide identified visually impaired students with appropriate programs as growth occurs. 4. To provide an additional aide for the preschool vision program.	1. Involve parent groups and vision program personnel in the administration of vision screening procedures in elementary schools in administrative Areas III and IV. 2. Implement a summer preschool vision program which will provide continuous reinforcement of regular preschool vision program activities. 3. Make budgetary provisions to employ 2 additional vision consultants, 1 orientation and mobility specialist, and 1 teacher for the preschool vision program for the 1976-77 school year. 4. Make budgetary provisions to employ an additional aide for the preschool vision program for the 1976-77 school year.

a. Problem Areas	b. Objectives	c. Activities
<u>1976-77</u> Lack of extended vision screening procedures in secondary schools in administrative Areas I and II.	To establish extended vision screening procedures which will identify children with vision problems in secondary schools in administrative Areas I and II.	Involve parent groups and vision program personnel in the administration of vision screening procedures in secondary schools in administrative Areas I and II.

a. Problem Areas	b. Objectives	c. Activities
<u>1977-78</u> 1. Lack of extended vision screening procedures in secondary schools in administrative Areas III and IV. 2. Change in vision program population or change in philosophic organization.	1. To establish extended vision screening procedures which will identify children with vision problems in secondary schools in administrative Areas III and IV. 2. To indicate changes in program to reflect changes in population or revision of program based on experience.	1. Involve parent groups and vision program personnel in the administration of vision screening procedures in secondary schools in administrative Areas III and IV. 2. Make changes in the vision program to reflect changes in population or revision of program based on experience.

VISUALLY IMPAIRED

		Preschool (Ages 2-4)	K-3 (Ages 5-8)	4-7 (Ages 9-12)	8-12 (Ages 13-18)	Post H.S. (Age 19+)	Total
1. 1973-74	No. children served	0	19	24	31	2	76
	No. instructional personnel	0	2	2	4	0	8
	No. paraprofessionals*	0	0	0	0	0	0
2. 1974-75	No. children served	7	18	18	36	0	79
	No. instructional personnel	1	2	2	4	0	9
	No. paraprofessionals*	0	0	0	0	0	0
3. 1975-76	No. children served	13	44	43	49	0	149
	No. instructional personnel	** 2	4	4	4	0	14
	No. paraprofessionals*	2	0	0	0	0	2
4. 1976-77	No. children served	18	56	54	57	6	191
	No. instructional personnel	** 3	4	4	6	1	18
	No. paraprofessionals*	3	0	0	0	0	3
5. 1977-78	No. children served	18	56	54	57	6	191
	No. instructional personnel	** 3	4	4	6	1	18
	No. paraprofessionals*	3	0	0	0	0	3

* Paraprofessionals--Includes such persons as aides, attendants, etc.

** Based on 6/1 P/T ratio

PROGRAM IMPLEMENTATION--CURRENT AID PROJECTED
VISUALLY IMPAIRED

Number of Programs	Self-Contained	Resource	Itinerant	Total	App. Mod. St. Use
CURRENT					
1973-74					
Preschool			0	0	
K-3			2	2	
4-7			2	2	
8-12			4	4	
Post			0	0	
PROJECTED					
1974-75	1		0	1	
Preschool			2	2	
K-3			2	2	
4-7			4	4	
8-12			4	4	
Post			0	0	
PROJECTED					
1975-76	2		0	2	
Preschool			4	4	
K-3			4	4	
4-7			4	4	
8-12			4	4	
Post			0	0	
PROJECTED					
1976-77	3		2	3	
Preschool			4	4	
K-3			4	4	
4-7			6	6	
8-12			1	1	
Post			0	0	
PROJECTED					
1977-78	3		0	3	
Preschool			4	4	
K-3			4	4	
4-7			6	6	
8-12			1	1	
Post			0	0	

SPECIFIC REPORT OF SURVEY OF HANDICAPPED CHILDREN

1973-74

EMOTIONALLY DISTURBED/AUTISTIC *

	Preschool (Ages 2-4)	K-3 (Ages 5-8)	4-7 (Ages 9-12)	8-12 (Ages 13-18)	Post H.S. (Age 18+)	Total
Served by local special education programs	9	12	16	12	0	49
Served by special education programs in other school divisions	0	0	3	3	0	6
Served by tuition--private day school	0	3	43	54	2	107
Served by tuition--private residential school	0	2	15	55	4	76
Served by contract with private school	1	0	0	0	0	1
Served by nonemployed teachers	0	0	3	8	0	11
Served by state hospitals and institutions	0	0	8	11	0	19
Sub-total Number served	10	22	88	143	6	269
Identified in public schools-- NOT in special education programs	0	12	20	71	0	103
Identified not in public schools-- Sub-total Number not receiving services	3	3	5	5	0	16
	3	15	25	76	0	119
Suspected, not fully evaluated	254	633	706	709	460	2,762
Total	267	670	819	928	466	3,150

* Report each child only once.

a. Problem Areas	b. Objectives	c. Activities
1973-74 1. Absence of service for preschool and pre-adolescent emotionally disturbed students. 2. Absence of service for preschool students demonstrating autistic-like behaviors. 3. Lack of school-based programs for emotionally disturbed students.	1. To provide the educational component of the program for emotionally disturbed preschool (ages 2-5) and pre-adolescent (ages 8-11) students. 2. To provide a program for preschool children demonstrating autistic-like behaviors. 3. To provide a school-based program for emotionally disturbed students.	1. Provide 4 teachers for emotionally disturbed Fairfax County Public Schools students enrolled in the program at the Northern Virginia Mental Health Institute. 2. Provide 1 teacher for autistic children, ages 2-4. 3. Direct the planning specialist in the Special Education Division, Department of Instructional Services, to develop a program model to serve elementary-age emotionally disturbed students.

A. Problem Areas	B. Objectives	C. Activities
1974-75		
1. Need to continue the preschool program for autistic children initiated in 1973-74 with support from Title VI funds.	1. To assume the full financial responsibility for the autistic preschool program.	1. Provide funding for teachers of autistic preschool children.
2. Limited service to preschool emotionally disturbed students.	2. To expand the educational component of the program for emotionally disturbed preschool children.	2. Provide a teacher to serve the educational needs of emotionally disturbed preschool children.
3. Need to provide programs for the parents of the children in the emotionally disturbed and autistic program.	3. To develop a parent program for the parents of the children in the emotionally disturbed and autistic programs.	3. Explore ways of implementing a program for parents of emotionally disturbed and autistic children.
4. Need for services for emotionally disturbed students in the Mount Vernon area.	4. To provide the educational component of the program for emotionally disturbed children in the Mount Vernon area.	4. Provide teachers for emotionally disturbed Fairfax County Public Schools students at the Mount Vernon Center for Community Mental Health.
5. Need for gross motor training of emotionally disturbed and autistic students.	5. To initiate a program in gross motor training for emotionally disturbed and autistic students.	5. Schedule consultative time with the special education adaptive physical education teachers to work with teachers of the emotionally disturbed and autistic students.
6. Need for psycho-educational program model for emotionally disturbed students in a clinical setting.	6. To provide a model of instruction to serve teachers/aides/therapists/parents of the emotionally disturbed program.	6. Direct the planning and program specialists to appoint a committee to research program models appropriate for the students, teachers, aides, and parents of the Community Mental Health Centers.
7. Need for a program model appropriate for autistic students in Fairfax County Public Schools.	7. To provide a model of instruction to serve students/teachers/aides/parents of the autistic program.	7. Continue to research program models appropriate for the students, teachers, aides, and parents of the autistic program in Fairfax County
(cont.)	(cont.)	(cont.)

a. Problem Areas	b. Objectives	c. Activities
1974-75 (cont.)		
8. Need for the community to become aware of available emotionally disturbed and autistic programs in Fairfax County Public Schools.	8. To provide school facilities, parents, and the community with full information concerning the program and projected plans for emotionally disturbed and autistic programs.	Public Schools, both in the literature and in established programs in other parts of the country.
9. Need for staff development.	9. To provide inservice to develop competencies of the staffs in implementing the program models for the emotionally disturbed and autistic programs.	8. Produce brochures which clearly and concisely describe the emotionally disturbed and autistic programs in Fairfax County Public Schools. Produce slide-tape presentations of the programs for use in community education. Publish and distribute progress reports and information relative to the community.
10. Need for ongoing educational opportunities for teachers.	9. To provide inservice to develop competencies of the staffs in implementing the program models for the emotionally disturbed and autistic programs.	9. Provide workshops and consultants in program development and implementation.
10. Need for ongoing educational opportunities for teachers.	10. To provide courses related to the field of autism.	10. Request the Office of Staff Development and Training to make available, through local universities, specific courses related to the education of autistic students.
11. Need to provide a program model for school-based emotionally disturbed programs.	10. To provide courses related to the field of autism.	10. Request the Office of Staff Development and Training to make available, through local universities, specific courses related to the education of autistic students.
11. Need to provide a program model for school-based emotionally disturbed programs.	11. To develop a program model for the emotionally disturbed program.	11. Direct the planning specialist to appoint a committee to research school-based emotionally disturbed programs in the literature and in established programs in other parts of the country.
12. Need for a probation house for girls, ages 14-17.	11. To develop a program model for the emotionally disturbed program.	11. Direct the planning specialist to appoint a committee to research school-based emotionally disturbed programs in the literature and in established programs in other parts of the country.
12. Need for a probation house for girls, ages 14-17.	12. To provide short-term residential care and remedial education for girls under the jurisdiction of the court.	12. Provide 1 teacher and 1 aide for the court-operated probation house for girls.

a. Problem Areas	b. Objectives	c. Activities
<u>1975-76</u> 1. Limited service to meet the needs of preschool emotionally disturbed children. 2. Limited service in gross motor training. 3. Need for school-based program for emotionally disturbed students in Fairfax County Public Schools. 4. Need for resource program model for the instruction of school-based emotionally disturbed students. 5. Need for resource program for emotionally disturbed students who are able to function in the mainstream with support. 6. Need for ongoing evaluation of the emotionally disturbed/autistic programs.	1. To expand the educational component of the program for emotionally disturbed children. 2. To provide an extended program in gross motor training. 3. To provide services within the Fairfax County Public Schools for emotionally disturbed children. 4. To initiate the development of an instructional resource program model for school-based emotionally disturbed students. 5. To provide a resource program in the regular school designed to give support to emotionally disturbed students. 6. To set up evaluation schemata for these programs.	1. Provide teachers to serve additional emotionally disturbed children. 2. Employ a full-time gross motor specialist to coordinate the emotionally disturbed/autistic physical education program and to conduct workshops in gross motor training. 3. Employ certified teachers of the emotionally disturbed for classes to be housed in Fairfax County Public Schools in clusters of not less than two classes. Select schools on basis of principal interest and support, available space, and geographic area. 4. Direct the program specialist to develop, with the teachers of emotionally disturbed students, a program model for school-based emotionally disturbed students. 5. Employ instructional staff to meet objective. 6. Formulate an evaluation schemata for the emotionally disturbed program in the mental health centers and for the autistic program.

a. Problem Areas	b. Objectives	c. Activities
1976-77 1. Need for instructional model for the school-based emotionally disturbed program. 2. Need for instructional handbook for teachers in the emotionally disturbed resource program. 3. Need to revise and refine criteria for placement in the emotionally disturbed and autistic programs.	1. To provide appropriate model for school-based emotionally disturbed program in Fairfax County Public Schools. 2. To provide instructional handbook for teachers in the emotionally disturbed resource program. 3. To formulate definitive guidelines for program admissions.	1. Complete a draft of the program model for school-based emotionally disturbed program. Initiate implementation. 2. Complete and print instructional handbook for the emotionally disturbed resource program. 3. Direct the admissions committee for the emotionally disturbed and autistic programs to refine criteria for selection of students for these programs.

a. Problem Areas	b. Objectives	c. Activities
<u>1977-78</u> 1. Need to finalize the instructional model for school-based emotionally disturbed program. 2. Need to evaluate progress in the emotionally disturbed and autistic programs.	1. To complete instructional model for school-based emotionally disturbed program and distribute. 2. To conduct evaluation of the instructional programs for emotionally disturbed and autistic students in Fairfax County Public Schools.	1. Full implementation and publication of the instructional curriculum for school-based emotionally disturbed programs. 2. Provide in-house and consultative services to evaluate emotionally disturbed and autistic programs.

CURRENT AND PROJECTED PERSONNEL 1973 - 1978
EMOTIONALLY DISTURBED/AUTISTIC

	No. children served	No. instructional personnel	No. paraprofessionals*	No. children served	No. instructional personnel	No. paraprofessionals*	Preschool (Ages 2-4)	K-3 (Ages 5-8)	4-7 (Ages 9-12)	8-12 (Ages 13-18)	Post H.S. (Age 18+)	Total
1. 1973-74												
	No. children served	No. instructional personnel	No. paraprofessionals*	No. children served	No. instructional personnel	No. paraprofessionals*	9	12	16	12	0	49
							3	3.5	4.5	3	0	14
							3	3	3	3	0	12
2. 1974-75							16	22	26	20	0	84
	No. children served	No. instructional personnel	No. paraprofessionals*	No. children served	No. instructional personnel	No. paraprofessionals*	4	5.5	6.5	5	0	21
							4	4	4	4	0	16
3. 1975-76							20	28	461	1,077	0	1,586
	No. children served	No. instructional personnel	No. paraprofessionals*	No. children served	No. instructional personnel	No. paraprofessionals*	5	7	26	54	0	92
							5	7	9	13	0	34
4. 1976-77							24	894	894	1,338	0	3,150
	No. children served	No. instructional personnel	No. paraprofessionals*	No. children served	No. instructional personnel	No. paraprofessionals*	6	45	45	72	0	168
							6	11	11	22	0	50
5. 1977-78							24	894	894	1,338	0	3,150
	No. children served	No. instructional personnel	No. paraprofessionals*	No. children served	No. instructional personnel	No. paraprofessionals*	6	45	45	72	0	168
							6	11	11	22	0	50

* Paraprofessionals--Includes such persons as aides, attendants, etc.

PROGRAM IMPLEMENTATION--CURRENT AND PROJECTED
EMOTIONALLY DISTURBED/AUTISTIC

Category	Current	Projected *	Ratio	Current	Projected	Ratio
1977-78	Preschool	3	0	0	3	
	K-3	3	.5	0	3.5	
	4-7	4	.5	0	4.5	
	8-12	3	0	0	3	
	Post	0	0	0	0	
1978-79	Preschool	4	0	0	4	
	K-3	4	1.5	0	5.5	
	4-7	4	2.5	0	6.5	
	8-12	4	0	1	5	
	Post	0	0	0	0	
1979-80	Preschool	5	0	0	5	
	K-3	7	0	0	7	
	4-7	9	0	17	26	
	8-12	13	24	17	54	
	Post	0	0	0	0	
1980-81	Preschool	6	0	0	6	
	K-3	11	0	34	45	
	4-7	11	0	34	45	
	8-12	22	48	2	72	
	Post	0	0	0	0	
1981-82	Preschool	6	0	0	6	
	K-3	11	0	34	45	
	4-7	11	0	34	45	
	8-12	22	48	2	72	
	Post	0	0	0	0	

* 4/1 P/T ratio

SPECIFIC REPORT OF SURVEY OF HANDICAPPED CHILDREN
1973-74

LEARNING DISABILITIES *

	Preschool (Ages 2-4)	K-3 (Ages 5-8)	4-7 (Ages 9-12)	8-12 (Ages 13-18)	Post HS (Age 18+)	Total
Served by local special education programs	0	681	551	100	0	1,332
Served by special education programs in other school divisions	0	0	0	0	0	0
Served by tuition--private day school	0	27	107	60	0	194
Served by tuition--private residential school	0	2	1	4	0	7
Served by contract with private school	0	0	1	0	0	1
Served by homebound teachers	0	1	0	0	0	1
Served by state hospitals and institutions	0	0	0	0	0	0
Sub-total Number served	0	711	660	164	0	1,535
Identified in public schools-- NOT in special education programs	0	137	429	230	0	796
Identified not in public schools--NOT served	0	5	2	4	0	11
Sub-total Number NOT receiving services	0	142	431	234	0	807
Suspected, not fully evaluated	600	472	508	1,124	714	3,418
Total	600	1,325	1,599	1,522	714	5,760

* Report each child only once.

7. Program Areas	b. Objectives	c. Activities
1. Limited programs offered for students at the elementary level.	1. To provide additional staff to reduce the number of students at the elementary level waiting for service for learning-disabled.	1. Employ additional staff to insure that more students identified as having learning disabilities at the elementary level will be able to develop proficiency in basic academic skills commensurate with their capabilities and needs.
2. Limited programs offered for identified students moving from the elementary classes for learning-disabled to the intermediate school level.	2. To provide additional staff to expand the resource program for the learning-disabled at the intermediate school level.	2. Employ additional staff to continue the teaching strategies and use of specialized materials needed by the learning-disabled students in order to be successful learners at the intermediate level.
3. Absence of a planned inservice program for the instructional staff of the learning-disabled students.	3. To provide inservice programs to enhance and develop the instructional-based competence of the teaching staff.	3. Implement a cooperative arrangement with a university to promote a competency-based teacher education program.
4. Need for a systematic program plan and needs assessment for the secondary program in learning disabilities.	4. To provide a systematic program plan and needs assessment for a learning disabilities program at the intermediate and high school level.	4. Employ an individual to provide a program plan and conduct an assessment need for learning-disabled children in the intermediate schools and high schools.

1975-76

a. Problem Areas	b. Objectives	c. Activities
1974-75		
1. Need for additional classes at the elementary school level.	1. To provide additional staff which will reduce the numbers of students waiting for placement or on tuition grants.	1. Employ additional staff to insure that those students identified as learning-disabled at the elementary level will be able to develop proficiency in basic academic skills commensurate with their capabilities and needs.
2. Need for additional classes at the intermediate and high school levels.	2. To provide additional staff to expand the program for learning-disabled students at the intermediate and secondary levels.	2. Employ additional staff at the intermediate and high school level to continue the instructional program for children entering from elementary school special classes.
3. Need for quality personnel certified by the state of Virginia to teach children with learning disabilities.	3. To provide additional training to teachers of learning-disabled children which will improve the instructional program and lead to certification.	3. Implement an extension of the Summer Learning Disabilities Institute to include a year-round staff improvement program for teachers of learning-disabled children.
4. Need for systematic admission, review and dismissal procedures.	4. To provide a systematic admission, review, and dismissal procedure for placement of children within learning disability classes.	4. Establish policies and regulations which will provide for unified admission and dismissal procedures in placing learning-disabled children.
5. Need for a more specialized physical education program for children with motor difficulties.	5. To provide a program in specialized physical education techniques for children with motor difficulties.	5. Employ physical education teachers to provide a specialized adaptive physical education program for children in need of motor skill development.
6. Need for clusters of classes in schools selected to house classes for children with learning disabilities.	6. To provide clusters of classes in schools housing classes for learning-disabled children which will provide for flexible placement programming and preparation for return to the mainstream.	6. Redistribute allocated positions in an attempt to offer more instructional options for the child.

a. Problem Areas	b. Objectives	c. Activities
1975-76		
1. Need for additional resource and self-contained classes for learning-disabled children.	1. To provide additional resource and self-contained classes for those identified as learning-disabled and waiting for placement and to provide additional staff at the intermediate and secondary levels to continue services to those children moving from elementary to intermediate and secondary levels.	1. Employ additional staff to insure that previously identified children having learning disabilities develop proficiency in basic academic skills commensurate with their abilities and needs, both at the elementary and secondary levels.
2. Continued need for quality personnel certified to teach children with learning disabilities in the intermediate and secondary schools.	2. To provide a continued emphasis on improving the quality of learning disability teachers which also leads to state certification.	2. Place more emphasis within the year-round training program for educational personnel in learning disabilities at the intermediate and secondary level.
3. Need to provide adequate inservice and staff development activities for all personnel.	3. To provide inservice and staff development activities for all personnel working with learning-disabled children.	3. Implement a schedule of ongoing inservice activities which strengthen staff competencies.

A. Program Area	1. Objectives	Activities
1976-77		
1. Continued limitation of resource and self-contained classes at the elementary, intermediate, and secondary levels.	1. To provide resource and self-contained classes at the elementary, intermediate, and secondary levels for children waiting for placement.	1. Employ additional staff for resource and self-contained classes to provide for those children waiting lists or further assistance at the elementary and secondary levels.
2. Continued need for staff development activities.	2. To provide appropriate staff development activities to strengthen staff competencies and improve instructional programs for teachers working with learning-disabled children at all levels.	2. Provide a continuing staff development program of in-services and workshops for all learning disability teachers.
3. Need for additional administrative and supervisory support.	3. To provide adequate supervisor of instructional programs, diagnostic decisions and program planning for teachers of learning-disabled children at all levels.	3. Employ additional supervisors personnel to meet the expanded needs of the learning disabilities program.
4. Continued need for qualified certified educational personnel.	4. To provide further emphasis on training of staff working directly with learning-disabled children and increasing training opportunities for regular classroom teachers working with learning-disabled children.	4. Place a greater emphasis within the year-round training center on providing in-depth staff development for regular class teachers.

3. Problem Areas	6. Objectives	7. Activities
1. Limitation of resource and self-contained classes at the elementary, intermediate, and secondary levels.	1. To provide enough resource and self-contained classes at the elementary, intermediate, and secondary levels to care for the needs of all identified learning-disabled children.	1. Employ additional staff to provide for the needs of all identified learning-disabled children.
2. Continued need for staff development programs.	2. To provide staff development activities for newly hired personnel and improvement of instructional programs in the area of learning disabilities at all levels.	2. Provide appropriate staff development activities for all learning disability teachers.
3. Continued need for additional administrative and supervisory support.	3. To provide adequate supervision as required by the revised state guidelines.	3. Employ additional supervisory personnel as per the revised state guidelines.
4. Continued need for qualified, certified educational personnel.	4. To continue further emphasis on staff training and increased communication on a regular basis regarding this training.	4. Increase emphasis on the year-round center to provide staff development for regular class teachers and to increase possibilities for regular expansion.

1977-78

LEARNING DISABILITIES

	Projected 1973-74	8-5 (1973-74)	4-1 (1973-74)	10-1 (1973-74)	10-1 (1973-74)	10-1 (1973-74)	Total
No. children served	0	681	551	100	0	0	1,332
No. instructional personnel	0	49	54	4	0	0	107
No. paraprofessionals*	0	2	0	0	0	0	2
No. children served	0	883	1,047	494	0	0	2,424
No. instructional personnel	0	70	82	32	0	0	184
No. paraprofessionals*	0	2	0	0	0	0	2
No. children served	0	2,025	1,050	1,295	0	0	4,370
No. instructional personnel	0	105	69	62	0	0	236
No. paraprofessionals*	0	40	45	17	0	0	102
No. children served	0	3,500	900	1,360	0	0	5,760
No. instructional personnel	0	158	54	64	0	0	276
No. paraprofessionals*	0	30	30	16	0	0	76
No. children served	0	3,500	900	1,360	0	0	5,760
No. instructional personnel	0	158	54	64	0	0	276
No. paraprofessionals*	0	30	30	16	0	0	76

*Paraprofessionals--includes such persons as aides, attendants, etc.

SPECIFIC REPORT OF SURVEY OF HANDICAPPED CHILDREN
1973-74

PHYSICALLY HANDICAPPED *

	Freschool (Ages 2-4)	K-3 (Ages 5-8)	4-7 (Ages 9-12)	8-12 (Ages 13-18)	Post H.S. (Age 18+)	Total
Served by local special education programs	0	27	35	22	1	85
Served by special education programs in other school divisions	0	0	0	0	0	0
Served by tuition--private day school	0	1	0	0	0	1
Served by tuition--private residential school	0	2	1	0	0	3
Served by contract with private school	0	0	0	0	0	0
Served by homebound teachers	0	1	2	1	0	4
Served by state hospitals and institutions	0	0	2	1	0	3
Sub-total	0	31	40	24	1	96
Number served						
Identified in public schools--NOT in special education programs	0	2	8	5	1	16
Identified not in public schools--NOT served	36	6	0	0	1	43
Sub-total	36	8	8	5	2	59
Number NOT receiving services						
Unlocated, not fully evaluated	20	14	11	10	12	67
Total	56	53	59	39	15	222

* Report each child only once.

Problem Area	Objectives	Activities
1. Absence of peer-group association for secondary-age students at Belle Willard School for the physically handicapped.	1. To provide a secondary program in a high school facility in order to accomplish peer-group associations; to provide a continuum of academic services.	1. Establish a secondary center for physically handicapped students at Fairfax High School to permit the physically handicapped the opportunity of a greater academic program as well as adequate peer-group associations.
2. Lack of adequate number of instructional staff to fully implement the instructional program for physically handicapped students.	2. To reduce the pupil-teacher ratio to insure adequate programming as well as to meet the Virginia State Department of Education guidelines.	2. Increase the instructional staff to meet the needs of physically handicapped students and the requirements of Virginia State Department of Education.
3. Inadequate transportation services provided for physically handicapped students.	3. To reduce the length of travel time for physically handicapped students to and from school.	3. Provide 2 hydraulic lift buses and 3 half buses to reduce the time a handicapped student must spend on the bus and to provide for increasing population needs.
4. Lack of space in present facilities for physically handicapped students.	4. To expand the instructional space for physically handicapped students to insure an adequate learning environment.	4. Increase the number of classrooms at Belle Willard, Fairfax High School, and Bush Hill Annex to facilitate the growth in enrollment and the increase in personnel.

12/5-74

a. Problem Areas	b. Objectives	c. Activities
1974-75 1. Absence of a preschool program, prohibiting early childhood development for the handicapped.	1. To plan a preschool program to stimulate growth and development of 3- and 4-year-olds.	1. Develop plans for a preschool program at Bush Hill Annex and Floris Elementary for preschool-age children.
2. Lack of sufficient certified teachers prohibiting optimal programming for handicapped students.	2. To provide teacher training through cooperation with the Office of Staff Development and Training and with a university to provide optimal programming for physically handicapped students.	2. Implement a teacher training program with a university competency-based teacher education program.
3. Inadequate transportation services for physically handicapped students.	3. To reduce travel time for physically handicapped students as well as provide better programming facilities. Develop a center for physically handicapped in administrative Area III.	3. Establish and design a center for physically handicapped students at Floris Elementary.
4. Absence of a vocational program for secondary-age students.	4. To provide a vocational program for older physically handicapped students.	4. Implement a vocational/occupational program for older physically handicapped students within the secondary schools, using community workshop resources and the Virginia State Department of Rehabilitation.
5. Need for additional elementary classrooms for physically handicapped students.	5. To plan for additional elementary instructional space for physically handicapped students.	5. Submit to the Support Services Division plans and requirements necessary for the establishment of a center for physically handicapped students as an adjunct to an already existing elementary school.

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a. Problem Areas	b. Objectives	c. Activities
1975-76 1. Lack of physical facilities to provide adequate mainstreaming for physically handicapped students.	1. To reduce travel time for physically handicapped students as well as provide better programming facilities for physically handicapped in Area III.	1. Open Floris Elementary Center in Area III to provide instructional space for physically handicapped students.
2. Lack of facilities at the secondary level for the physically handicapped student.	2. To extend the continuum of services for physically handicapped students in the secondary schools.	2. Implement a secondary school program for physically handicapped students.
3. Lack of a preschool program for 3- and 4-year-olds.	3. To provide a preschool program infant stimulation and early childhood development.	3. Begin preschool classes for 3- and 4-year-old physically handicapped students at Floris and Bush Hill Annex.
4. Lack of counseling services for students and parents of the physically handicapped.	4. To develop a continuum of counseling services that are available to students and their parents throughout the school life of the physically handicapped student.	4. Employ a family counselor to coordinate the educational, therapeutic and vocational aspects of the physically handicapped student, working at school and in the home.

a. Problem Areas	b. Objectives	c. Activities
1976-77		
1. Lack of preschool program for 2-year-old physically handicapped students.	1. To provide a preschool program of infant stimulation to physically handicapped 2-year-olds.	1. Implement a preschool program for physically handicapped 2-year-olds in the elementary schools.
2. Need to expand the continuum of services to secondary students.	2. To provide additional secondary programs for physically handicapped students.	2. Implement a secondary program for physically handicapped students in order to accomplish peer-group association and provide a continuum of academic services.
3. Need of diagnostic services for physically handicapped students.	3. To provide a comprehensive ongoing educational diagnostic service for students in the physically handicapped program.	3. Implement an educational diagnostic service for comprehensive assessment of physically handicapped students by employing an educational diagnostic teacher.

a. Problem Areas	b. Objectives	c. Activities
1977-78 1. Lack of sufficient staff to provide services to identified physically handicapped students. 2. Need to review the present instructional program for the physically handicapped student.	1. To provide an individualized program for all identified physically handicapped students. 2. To conduct an evaluation of present student assessment instruments and programing procedures in the areas of self-help skills, fine and gross motor development, social behavior and cognition.	1. Continue to provide additional personnel to meet anticipated growth in student enrollment. 2. Establish a study committee of teachers, supervisors, therapists, medical professionals, and parents to investigate and evaluate the present program for physically handicapped children to determine areas of needed improvement.

PHYSICALLY HANDICAPPED

		Preschool (Ages 2-4)	K-3 (Ages 5-8)	4-7 (Ages 9-12)	8-12 (Ages 13-18)	Post H.S. (Age 18+)	Total
1. 1973-74	No. children served	0	27	35	22	1	85
	No. instructional personnel **	0	3	4	2	0	9
	No. paraprofessionals*	0	6	7	4	0	17
2. 1974-75	No. children served	0	39	42	24	0	105
	No. instructional personnel **	0	6	6	5	0	17
	No. paraprofessionals*	0	7	5	5	0	17
3. 1975-76	No. children served	18	42	36	36	18	150
	No. instructional personnel **	3	7	6	6	3	25
	No. paraprofessionals*	6	5	4	5	4	24
4. 1976-77	No. children served	36	54	48	54	30	222
	No. instructional personnel **	6	9	8	9	5	37
	No. paraprofessionals*	6	7	11	8	4	36
5. 1977-78	No. children served	36	54	48	54	30	222
	No. instructional personnel **	6	9	8	9	5	37
	No. paraprofessionals*	6	7	11	8	4	36

PROGRAM IMPLEMENTATION--CURRENT AND PROJECTED
PHYSICALLY HANDICAPPED

Number of Programs		Self-Contained	Resource	Itinerant	Total	App. Mod. Est. Use
CURRENT 1973-74	Preschool	0	0	0	0	
	K-3	3	0	0	3	
	4-7	4	0	0	4	
	8-12	2	0	0	2	
	Post	0	0	0	0	
PROJECTED 1974-75	Preschool	0	0	0	0	
	K-3	6	0	0	6	
	4-7	5	0	0	5	
	8-12	4	0	0	4	
	Post	2	0	0	2	
PROJECTED 1975-76	Preschool	3	0	0	3	
	K-3	7	0	0	7	
	4-7	6	0	0	6	
	8-12	6	0	0	6	
	Post	3	0	0	3	
PROJECTED 1976-77	Preschool	6	0	0	6	
	K-3	9	0	0	9	
	4-7	8	0	0	8	
	8-12	9	0	0	9	
	Post	5	0	0	5	
PROJECTED 1977-78	Preschool	6	0	0	6	
	K-3	9	0	0	9	
	4-7	8	0	0	8	
	8-12	9	0	0	9	
	Post	5	0	0	5	

SPECIFIC REPORT OF SURVEY OF HANDICAPPED CHILDREN

1973-74

SPEECH-HANDICAPPED *

	Preschool (Ages 2-4)	K-3 (Ages 5-8)	4-7 (Ages 9-12)	8-12 (Ages 13-18)	Post H.S. (Age 18+)	Total
Served by local special education programs	0	1,497	906	16	0	2,419
Served by special education programs in other school divisions	0	0	0	0	0	0
Served by tuition--private day school	0	0	0	0	0	0
Served by tuition--private residential school	0	0	0	0	0	0
Served by contract with private school	3	0	0	0	0	3
Served by homebound teachers	0	0	0	0	0	0
Served by state hospitals and institutions	0	0	0	0	0	0
Sub-total Number served	3	1,497	906	16	0	2,422
Identified in public schools-- NOT in special education programs	0	648	158	207	0	1,013
Identified not in public schools--NOT served	198	93	27	0	0	318
Sub-total Number NOT receiving services	198	741	185	207	0	1,331
Suspected, not fully evaluated	397	246	151	1,118	77	1,989
Total	598	2,484	1,242	1,341	77	5,742

* Report each child only once.

3. Problem Areas	4. Objectives	5. Activities
1973-74	1. Lack of planned speech program at the secondary level. 2. Presence of a waiting list of identified speech-handicapped students which includes the moderately retarded and physically handicapped at the elementary level.	1. To study the feasibility of service for identified speech-handicapped students at the secondary level. 2. To reduce the waiting list of elementary students by expanding program services at this level.
1. Employ 4 additional speech therapists to study the feasibility of service to these students in each of the administrative areas. 2. Employ 4 additional speech therapists to reduce the waiting list of students needing these services.		

a. Problem Areas	b. Objectives	c. Activities
1974-75		
1. Need for program of identification of and remediation for speech-handicapped preschool children. 2. Need for parent-instruction program to develop speech and communication skills of speech-handicapped preschool children.	1. To develop and implement an identification and remediation program for speech-handicapped preschool children. 2. To develop and implement a parent-instruction program for the parents of children enrolled in the program for speech-handicapped preschool children.	1. Employ speech/language therapists to begin an identification program at the preschool level and to provide special class programs for these speech-handicapped children. 2. Utilize these speech/language therapists to develop and implement a parent-instruction program for the parents of children enrolled in the program for speech-handicapped preschool children.
3. Continued limitation of diagnostic, consultative, and therapy services for elementary school students enrolled in regular and special education programs.	3. To continue expansion of services to meet the needs of identified speech-handicapped students at this level.	3. Employ additional speech therapists to continue expansion of services at the elementary level.
4. Implementation of services at the secondary level.	4. To implement selected models of services to speech-handicapped students at the secondary level.	4. Employ additional speech therapists to implement selected models of service to the speech-handicapped students at the secondary level.
5. Limited program of services on a 12-month basis.	5. To expand full services on a 12-month basis.	5. Employ speech therapists to implement a full range of services to speech-handicapped students on a 12-month basis.
6. Need for program of services for children enrolled in the Woodburn and Mount Vernon Centers for the emotionally disturbed.	6. To provide full services for children enrolled in the Woodburn and Mount Vernon Centers for the emotionally disturbed.	6. Assign a speech therapist to provide full services for children enrolled in the Woodburn and Mount Vernon Centers for the emotionally disturbed.
(cont.)	(cont.)	(cont.)

a. Problem Areas	b. Objectives	c. Activities
<u>1974-75</u> (cont.) 7. Need for preplanned, systematic, sequential remediation program to develop the central auditory abilities of identified language-handicapped students.	7. To implement a preplanned, systematic, sequential remediation program to develop the central auditory abilities of identified language-handicapped students.	7. Utilize a preplanned, systematic, sequential remediation program to develop the central auditory abilities of language-handicapped students, provide inservice training in program use, and provide consultative services.

A. Problem Areas	B. Objectives	C. Activities
<u>1975-76</u> 1. Limited remediation program for speech-handicapped preschool children. 2. Limited parent-instruction program to develop speech and communication skills of speech-handicapped preschool children. 3. Continued limitation of diagnostic, consultative and therapy services for elementary school students in regular and special education programs. 4. Limited program of services at the secondary level. 5. Need to identify speech-handicapped students at post-high-school level.	1. To continue expansion of remediation program for speech-handicapped preschool children. 2. To continue expansion of parent-instruction program for the parents of children enrolled in the program for speech-handicapped preschool children. 3. To continue expansion of services for elementary school students in regular and special education programs. 4. To continue expansion of services at the secondary level. 5. To identify speech-handicapped students at post-high-school level.	1. Employ additional speech/language therapists to expand remediation program for speech-handicapped preschool children. 2. Utilize speech/language therapists assigned to preschool program for speech-handicapped children to provide the parent-instruction program for the parents of children enrolled in the program for speech-handicapped preschool children. 3. Employ additional speech therapists at the elementary level to continue expansion of services to students enrolled in regular and special education programs. 4. Implement models of services at the secondary level. 5. Develop and utilize identification procedure for speech-handicapped students at post-high-school level.

a. Problem Areas	b. Objectives	c. Activities
1976-77 1. Limited remediation program for speech-handicapped preschool children. 2. Limited diagnostic, consultative, and therapy service for speech-handicapped preschool students enrolled in special education programs. 3. Limited program of services at the secondary level. 4. Continued limitation of diagnostic, consultative, and therapy services for elementary school students in regular and special education programs. 5. Need for a program of services for speech-handicapped students at post-high-school level.	1. To continue expansion of remediation program for speech-handicapped preschool children. 2. To continue expansion of diagnostic, consultative and therapy services to speech-handicapped preschool students enrolled in special education programs. 3. To continue expansion of services at the secondary level. 4. To continue expansion of services for elementary school students in regular and special education programs. 5. To develop and implement selected models of program services for speech-handicapped students at post-high-school level.	1. Add additional speech/language therapist positions to expand remediation program for speech-handicapped preschool children. 2. Employ additional speech/language therapists to continue expansion of services to speech-handicapped preschool students enrolled in special education programs. 3. Employ additional speech therapists at the secondary level to continue expansion of program services. 4. Add additional speech therapist positions at the elementary level to continue expansion of services to students enrolled in regular and special education programs. 5. Use a speech therapist position to develop and implement selected models of program services for speech-handicapped students at post-high-school level.

a. Problem Areas	b. Objectives	c. Activities
197-73 Anticipated need for expansion of program services due to increased enrollment in special education programs.	To identify extent of expansion and to plan program services required at all levels.	Utilize assigned personnel to identify extent of expansion and to plan program services required at all levels.

Report Form:
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CURRENT AND PROJECTED PERSONNEL 1973 - 1978
SPEECH-HANDICAPPED

Page 77

		Preschool (Ages 2-4) (Ages 5-8)	K-1 (Ages 9-12) (Ages 13-18)	4-1 (Ages 19-24) (Ages 25-34)	8-12 (Ages 35-44) (Ages 45-54)	Post H.S. (Age 55+)	Total
1. 1973-74	No. children served	0	1,497	906	16	0	2,419
	No. instructional personnel	0	32	17	4	0	53
	No. paraprofessionals*	0	0	0	0	0	0
2. 1974-75	No. children served	64	1,750	900	1,100	0	3,814
	No. instructional personnel	6	35	18	22	0	81
	No. paraprofessionals*	0	0	0	0	0	0
3. 1975-76	No. children served	368	2,100	1,050	1,100	0	4,618
	No. instructional personnel	24	42	21	22	0	109
	No. paraprofessionals*	8	0	0	0	0	8
4. 1976-77	No. children served	792	2,450	1,200	1,250	50	5,742
	No. instructional personnel	46	49	24	25	1	145
	No. paraprofessionals*	23	0	0	0	0	23
5. 1977-78	No. children served	792	2,450	1,200	1,250	50	5,742
	No. instructional personnel	46	49	24	25	1	145
	No. paraprofessionals*	23	0	0	0	0	23

*Paraprofessionals includes such persons as aides, attendants, etc.

PROGRAM IMPLEMENTATION--CURRENT AND PROJECTED
SPEECH-HANDICAPPED

Year	Number of Projects	Substantiated	Complete	Not Started	Total	Sp. H. H.
1977-78 Current	Preschool	0	0	0	0	
	K-3	0	0	32	32	
	4-7	0	0	17	17	
	8-12	0	0	4	4	
	Post	0	0	0	0	
1977-78 Projected	Preschool	4	0	2	6	
	K-3	0	0	35	35	
	4-7	0	0	18	18	
	8-12	0	0	22	22	
	Post	0	0	0	0	
1978-79 Projected	Preschool	8	0	16	24	
	K-3	0	0	42	42	
	4-7	0	0	21	21	
	8-12	0	0	22	22	
	Post	0	0	0	0	
1979-80 Projected	Preschool	23	0	23	46	
	K-3	0	0	49	49	
	4-7	0	0	24	24	
	8-12	0	0	25	25	
	Post	0	0	1	1	
1977-78 Projected	Preschool	23	0	23	46	
	K-3	0	0	49	49	
	4-7	0	0	24	24	
	8-12	0	0	25	25	
	Post	0	0	1	1	

MULTI-HANDICAPPED *

	Preschool (Ages 2-4)	K-3 (Ages 5-8)	4-7 (Ages 9-12)	8-12 (Ages 13-18)	Post H.S. (Age 18+)	Total
Served by local special education programs	0	0	0	0	0	0
Served by special education programs in other school divisions	0	1	1	0	0	2
Served by tuition--private day school	2	8	10	8	2	30
Served by tuition--private residential school	0	0	0	6	0	6
Served by contract with private school	0	0	0	0	0	0
Served by homebound teachers	0	0	2	2	0	4
Served by state hospitals and institutions	2	4	9	10	3	28
Sub-total Number served	4	13	22	26	5	70
Identified in public schools-- NOT in special education programs	0	0	0	0	0	0
Identified not in public schools--NOT served	37	19	5	6	10	77
Sub-total Number NOT receiving services	37	19	5	6	10	77
Suspected, not fully evaluated	14	13	8	6	4	45
Total	55	45	35	38	19	192

* Report each child only once.

a. Problem Areas	b. Objectives	c. Activities
<u>1973-74</u> Lack of program for multi-handicapped students.	To assume the responsibility for the development of a regional program for pupils, ages 6-21, who are severely to profoundly retarded with or without other severe or primary handicaps.	In cooperation with other divisions and agencies, form a transition committee to cooperatively identify and plan services for the multi-handicapped, ages 6-21.

a. Problem Areas	b. Objectives	c. Activities
1974-75		
1. Need for implementation of a previously planned program for multi-handicapped students.	1. To provide an educational program for multi-handicapped students who are presently identified and being served by other community agencies and private schools.	1. Implement the regional program for multi-handicapped students, ages 6-21.
2. Lack of planned 12-month program.	2. To develop a plan for expansion of services to the multi-handicapped students on a 12-month basis.	2. In cooperation with other Fairfax County agencies, identify and plan those services necessary to implement a year-round instructional program for multi-handicapped students.
3. Lack of a preschool program for multi-handicapped children.	3. To develop a plan for implementation of a preschool program.	3. Design a model for preschool program for 3- and 4-year-old multi-handicapped students.
4. Absence of a planned inservice program for the instructional staff of the multi-handicapped.	4. To provide inservice program to enhance and develop the instructional based competence of the teaching staff.	4. Implement a preplanned inservice program on a regularly scheduled basis.
5. Lack of adaptive physical education and a developmental motor training program for multi-handicapped students.	5. To implement an adaptive physical education program and developmental motor training for multi-handicapped students.	5. Employ an adaptive physical education teacher to provide specialized adaptive physical education program and meet the motor needs of each student.
6. Lack of a regularly scheduled clinic to examine and review the prognosis of the student's handicapping condition.	6. To schedule a clinic for the multi-handicapped students and their parents.	6. In cooperation with the county health department, institute a regularly scheduled period for examination and review of the prognosis of each student's handicapping conditions.

4. Problem Areas	5. Objectives	6. Activities
1975-76		
1. Absence of personnel to serve anticipated growth of the number of multi-handicapped students in the countywide program. 2. Need for a 12-month program for multi-handicapped students on a countywide basis. 3. Lack of a vocational program for older multi-handicapped students.	1. To provide identified multi-handicapped students with appropriate programs as anticipated growth occurs. 2. To provide a 12-month educational program for these students. 3. To provide a vocational program designed to meet the unique needs of the older multi-handicapped student.	1. Add staff positions to meet anticipated student growth as it occurs. 2. Implement the 12-month program for multi-handicapped students on a countywide basis. 3. Initiate vocational training and sheltered job placement for multi-handicapped students using school and community resources through the addition of a vocational teacher.
4. Lack of a counseling service to parents and students.	4. To provide a continued counseling service to multi-handicapped students and their parents available throughout the school life of the child.	4. Employ a family counselor to coordinate home, school and community activities counseling at school and in the home.
5. Absence of a home-school program of services for 2-year-old preschool multi-handicapped children.	5. To plan a home-school program of infant stimulation and early childhood development.	5. Design a home-school program for 2-year-old multi-handicapped children.
6. Need for certified teachers to implement the instructional program for multi-handicapped students.	6. To provide courses related to help meet the specific needs of the multi-handicapped.	6. Implement a competency-based teacher education program.

a. Problem Areas	b. Objectives	c. Activities
1976-77		
1. Lack of sufficient staff to provide services for identified multi-handicapped students. 2. Absence of a home-school program for 2-year-old multi-handicapped preschoolers. 3. Absence of personnel to provide diagnostic services for multi-handicapped students.	1. To increase the number of personnel needed to fully implement the instructional program. 2. To implement a home-school program for 2-year-old multi-handicapped children. 3. To provide a comprehensive ongoing educational diagnostic service for students in the multi-handicapped program.	1. Increase the number of staff to meet anticipated number of students. 2. Establish the home-school program for 2- to 4-year olds. 3. Implement an educational diagnostic service for comprehensive assessment of multi-handicapped students by employing an educational diagnostic teacher.

a. Problem Areas	b. Objectives	c. Activities
<u>1977-78</u> 1. Need to further upgrade diagnostic assessment process in order to give an in-depth assessment of each student. 2. Need to review the present instructional program for the multi-handicapped students.	1. To investigate appropriate assessment instruments to properly evaluate the abilities of multi-handicapped students. 2. To organize a committee to review and develop appropriate student assessment and programming in the areas of language, self-help skills, fine and gross motor development, social behavior and cognition.	1. Select, review and evaluate various assessment instruments that have been or could be used successfully with multi-handicapped students. 2. Direct the program specialist to coordinate a committee to review appropriate levels of development for the above areas.

MULTI-HANDICAPPED

	Preschool (Ages 3-5)	3-5 (Ages 3-5)	4-7 (Ages 4-7)	8-11 (Ages 8-11)	12-17 (Ages 12-17)	18-24 (Ages 18-24)	25-34 (Ages 25-34)	35-44 (Ages 35-44)	45-54 (Ages 45-54)	55-64 (Ages 55-64)	65-74 (Ages 65-74)	75-84 (Ages 75-84)	85-94 (Ages 85-94)	95-104 (Ages 95-104)	105-114 (Ages 105-114)	115-124 (Ages 115-124)	125-134 (Ages 125-134)	135-144 (Ages 135-144)	145-154 (Ages 145-154)	155-164 (Ages 155-164)	165-174 (Ages 165-174)	175-184 (Ages 175-184)	185-194 (Ages 185-194)	195-204 (Ages 195-204)	205-214 (Ages 205-214)	215-224 (Ages 215-224)	225-234 (Ages 225-234)	235-244 (Ages 235-244)	245-254 (Ages 245-254)	255-264 (Ages 255-264)	265-274 (Ages 265-274)	275-284 (Ages 275-284)	285-294 (Ages 285-294)	295-304 (Ages 295-304)	305-314 (Ages 305-314)	315-324 (Ages 315-324)	325-334 (Ages 325-334)	335-344 (Ages 335-344)	345-354 (Ages 345-354)	355-364 (Ages 355-364)	365-374 (Ages 365-374)	375-384 (Ages 375-384)	385-394 (Ages 385-394)	395-404 (Ages 395-404)	405-414 (Ages 405-414)	415-424 (Ages 415-424)	425-434 (Ages 425-434)	435-444 (Ages 435-444)	445-454 (Ages 445-454)	455-464 (Ages 455-464)	465-474 (Ages 465-474)	475-484 (Ages 475-484)	485-494 (Ages 485-494)	495-504 (Ages 495-504)	505-514 (Ages 505-514)	515-524 (Ages 515-524)	525-534 (Ages 525-534)	535-544 (Ages 535-544)	545-554 (Ages 545-554)	555-564 (Ages 555-564)	565-574 (Ages 565-574)	575-584 (Ages 575-584)	585-594 (Ages 585-594)	595-604 (Ages 595-604)	605-614 (Ages 605-614)	615-624 (Ages 615-624)	625-634 (Ages 625-634)	635-644 (Ages 635-644)	645-654 (Ages 645-654)	655-664 (Ages 655-664)	665-674 (Ages 665-674)	675-684 (Ages 675-684)	685-694 (Ages 685-694)	695-704 (Ages 695-704)	705-714 (Ages 705-714)	715-724 (Ages 715-724)	725-734 (Ages 725-734)	735-744 (Ages 735-744)	745-754 (Ages 745-754)	755-764 (Ages 755-764)	765-774 (Ages 765-774)	775-784 (Ages 775-784)	785-794 (Ages 785-794)	795-804 (Ages 795-804)	805-814 (Ages 805-814)	815-824 (Ages 815-824)	825-834 (Ages 825-834)	835-844 (Ages 835-844)	845-854 (Ages 845-854)	855-864 (Ages 855-864)	865-874 (Ages 865-874)	875-884 (Ages 875-884)	885-894 (Ages 885-894)	895-904 (Ages 895-904)	905-914 (Ages 905-914)	915-924 (Ages 915-924)	925-934 (Ages 925-934)	935-944 (Ages 935-944)	945-954 (Ages 945-954)	955-964 (Ages 955-964)	965-974 (Ages 965-974)	975-984 (Ages 975-984)	985-994 (Ages 985-994)	995-1004 (Ages 995-1004)	1005-1014 (Ages 1005-1014)	1015-1024 (Ages 1015-1024)	1025-1034 (Ages 1025-1034)	1035-1044 (Ages 1035-1044)	1045-1054 (Ages 1045-1054)	1055-1064 (Ages 1055-1064)	1065-1074 (Ages 1065-1074)	1075-1084 (Ages 1075-1084)	1085-1094 (Ages 1085-1094)	1095-1104 (Ages 1095-1104)	1105-1114 (Ages 1105-1114)	1115-1124 (Ages 1115-1124)	1125-1134 (Ages 1125-1134)	1135-1144 (Ages 1135-1144)	1145-1154 (Ages 1145-1154)	1155-1164 (Ages 1155-1164)	1165-1174 (Ages 1165-1174)	1175-1184 (Ages 1175-1184)	1185-1194 (Ages 1185-1194)	1195-1204 (Ages 1195-1204)	1205-1214 (Ages 1205-1214)	1215-1224 (Ages 1215-1224)	1225-1234 (Ages 1225-1234)	1235-1244 (Ages 1235-1244)	1245-1254 (Ages 1245-1254)	1255-1264 (Ages 1255-1264)	1265-1274 (Ages 1265-1274)	1275-1284 (Ages 1275-1284)	1285-1294 (Ages 1285-1294)	1295-1304 (Ages 1295-1304)	1305-1314 (Ages 1305-1314)	1315-1324 (Ages 1315-1324)	1325-1334 (Ages 1325-1334)	1335-1344 (Ages 1335-1344)	1345-1354 (Ages 1345-1354)	1355-1364 (Ages 1355-1364)	1365-1374 (Ages 1365-1374)	1375-1384 (Ages 1375-1384)	1385-1394 (Ages 1385-1394)	1395-1404 (Ages 1395-1404)	1405-1414 (Ages 1405-1414)	1415-1424 (Ages 1415-1424)	1425-1434 (Ages 1425-1434)	1435-1444 (Ages 1435-1444)	1445-1454 (Ages 1445-1454)	1455-1464 (Ages 1455-1464)	1465-1474 (Ages 1465-1474)	1475-1484 (Ages 1475-1484)	1485-1494 (Ages 1485-1494)	1495-1504 (Ages 1495-1504)	1505-1514 (Ages 1505-1514)	1515-1524 (Ages 1515-1524)	1525-1534 (Ages 1525-1534)	1535-154
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* Paraprofessionals--Includes such persons as aides, attendants, etc.

*** Occupational, physical and speech therapists not included.

PROGRAM IMPLEMENTATION--CURRENT AND PROJECTED
MULTI-HANDICAPPED

Number of Programs		Self-Contained	Resource	Itinerant	Total	App. Mod. St. Use
CURRENT 1973-74	Preschool	0	0	0	0	
	K-3	0	0	0	0	
	4-7	0	0	0	0	
	8-12	0	0	0	0	
	Post	0	0	0	0	
PROJECTED 1974-75	Preschool	0	0	0	0	
	K-3	4	0	0	4	
	4-7	4	0	0	4	
	8-12	3	0	0	3	
	Post	0	0	0	0	
PROJECTED 1975-76	Preschool	2	0	0	2	
	K-3	5	0	0	5	
	4-7	6	0	0	6	
	8-12	3	0	0	3	
	Post	2	0	0	2	
PROJECTED 1976-77	Preschool	4	0	0	4	
	K-3	6	0	0	6	
	4-7	8	0	0	8	
	8-12	4	0	0	4	
	Post	3	0	0	3	
PROJECTED 1977-78	Preschool	4	0	0	4	
	K-3	6	0	0	6	
	4-7	8	0	0	8	
	8-12	4	0	0	4	
	Post	3	0	0	3	

SUMMARY OF ADMINISTRATIVE AND OTHER SUPPORT PERSONNEL

	1973-74	1974-75	1975-76	1976-77	1977-78
SPECIAL EDUCATION	Directors	1	1	1	1
	Supervisors	4	4	4	4
	Coordinators *	31	40	55	83
OTHER	School Psychologists	34	34	34	34
	Visiting Teachers	22	23	34	39
	School Social Workers	0	0	10	15
	Occupational Therapists	1.5	2.5	3.5	4.5
	Physical Therapists	0	1	2	3

* Includes 2 non-categorical support positions: 5 media specialists, 3 evaluation positions, and 1 information officer.

A. Local Special Education Advisory Committee

Name	Address	Position, Agency or Group Representing	Term of Office
Chairman--Thomas J. Connors, Jr.	3044 Holmes Run Road Falls Church, Va. 22042	Professional	3 Years
Dr. Ardwin Barganti	4202 Gallows Road Annandale, Va. 22003	MR	1 Year
Dr. William Carr	2111 Shiver Drive Alexandria, Va. 22307	Psychologist	3 Years
Mrs. George Faulkner	2412 Culpeper Road Alexandria, Va. 22308	Parent	2 Years
Mrs. Joan Gendreau	4710 North Chambliss Street Alexandria, Va. 22312	Physically Handicapped Cooperative School for Handicapped Children	2 Years
Dr. Francis Gentile	8319 Queen Elizabeth Boulevard Annandale, Va. 22003	Health and Welfare Council	1 Year
Mrs. Carol Graham	6002 Jan-Mar Drive Falls Church, Va. 22041	Parent	3 Years
Mrs. Elizabeth Gregg	938 Saigon Road McLean, Va. 22101	EMR	2 Years
Mrs. Edythe Hart	6369 Burton Circle Falls Church, Va. 22041	Parent	2 Years
James E. Hawkins	1640 Wainwright Drive Reston, Va. 22091	MR	2 Years
Mrs. Donna Munkasey	6417 Willow Wood Lane Alexandria, Va. 22310	Parent	2 Years
Mrs. John F. Roach, Jr.	7152 Woodland Drive Springfield, Va. 22151	SLP	2 Years
Verlin Smith	11501 Stuart Mill Road Oakton, Va. 22124	LD	2 Years
Mrs. Mary Suazo	6648 Kennedy Lane Falls Church, Va. 22042	Annandale-Springfield Country-Day School	3 Years
Dr. A. Stein	3340 Woodburn Road Annandale, Va. 22003	Vocational--House Project	1 Year
Dr. Julian Stein	1832 Dalmation Drive McLean, Va. 22101	Parent	2 Years
Darius Swan	5319 Gainsborough Drive Fairfax, Va. 22030	Epilepsy	2 Years
David Thompson	5120 Clinton Road Alexandria, Va. 22312	Woodburn Mental Health Center	2 Years
		Educator	3 Years
		General	1 Year
		Parent	3 Years
		Hearing	3 Years

(cont.)

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LOCAL SPECIAL EDUCATION COMMITTEES AND POLICIES

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Name	Address	Position, Representative or Special Representative	Term of Office
Mrs. Lynn Winslow	27 1/2 Ankeny Street Oakton, Va. 22124	Parent	3 Years
Charles Yates	4660 Fernmore Avenue Alexandria, Va. 22304	Chamber of Commerce	1 Year

This Committee appointed by local School Board April 9, 1973
Date

B. Name of Chairman of Local Placement Committee Mrs. Margaret E. Faulk

C. Has local School Board adopted policies relating to the evaluation and placement of handicapped children in special education programs. Yes ☒ No ☐
Date April 9, 1973

[Signature]
Signature of Division Superintendent

Fairfax County Public Schools
School Division

December 19, 1973
Date

FAIRFAX COUNTY PUBLIC SCHOOLS

SPECIAL EDUCATION DIVISION, DEPARTMENT OF INSTRUCTIONAL SERVICES

SPECIAL EDUCATION ADVISORY COMMITTEE

The Advisory Committee for Exceptional Children, a local body, has been appointed by the Fairfax County School Board. The organization of the committee is in compliance with the publication *Administrative Requirements and Guidelines for Special Education Programs* approved by the Board of Education, State Department of Education, Richmond, Virginia, May 26, 1972.

The membership, appointed by the Fairfax County School Board, represents the school division geographically and includes various service and community organizations, PTAs, private schools, parent organizations, and businesses within the county. The coordinator of special education serves on the committee as a representative of the school division. Consultants are called as requested by the committee.

The purpose of the committee is to advise the Fairfax County School Board on matters pertaining to special education.

Duties include:

- Assisting in developing plans for identifying children who need special services
- Cooperating and implementing survey procedures, with both the school and community facilities
- Assisting in the formulation and development of long-range plans that will provide services needed in the school division and the community under the direction of the Superintendent and/or his representatives
- Assisting in the development of priorities and strategies for meeting identified needs
- Submitting reports on the committee's findings and recommendations for action
- Assisting in the dissemination and interpretation to the community of the proposed recommendations of the committee, with plans for implementation.

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MATERIALS

Highly specialized instructional materials and equipment are often required for some special education programs, while others require essentially the same materials as those used in regular classrooms. It is necessary, however, that a large variety of materials be available to special education teachers to facilitate instruction of the handicapped child since no single instructional method or technique can be expected to reach every student. Special class and resource programs are budgeted on the basis of a formula devised for each handicapped student, in relation to allocations for each student in a regular class. The school budget which accounts for stipulated allocations for each student, includes allocations for each handicapped student. In addition to these monies the special education budget provides for highly specialized materials and equipment as justified in terms of demonstrated need.

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TRANSPORTATION

In the Fairfax County Public Schools, special transportation is provided for students assigned to special classes or to special programs outside their base school areas. At present, Fairfax County Public Schools is providing door-to-door service for physically handicapped, hearing-impaired, moderately retarded, and multiple-handicapped students attending the Daytime Development Center. In providing the door-to-door services, for some run the purchase of hydraulic lift buses, and installation of special seats and seat belts has been required. A fleet of 31 buses is presently providing this service.

Much work in the planning and implementing of an effective system must be done by Fairfax County Public Schools in order to better serve handicapped students. The following list of suggestions should be considered as objectives in planning for adequate service.

- Establish a maximum bus ride for any child not to exceed 45 minutes
- Arrange transportation so that students in special programs will be on the same schedule as regular class-based programs in the school providing housing for the special program
- Provide all preschool mentally retarded, multiple-handicapped, and emotionally disturbed children with door-to-door transportation on buses staffed with an aide and equipped with seat belts
- Parents transport preschool children who do not attend school for at least four hours. Fairfax County Public Schools shall reimburse parents in such cases at current mileage rates
- Provide elementary students assigned to a special class program outside their base school area with door-to-door transportation
- Assign buses to the special education centers for additional field trips as well as for work-related activities.

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COOPERATIVE AGREEMENT

Fairfax County Public Schools has established a working relationship with the following schools and agencies to provide services for handicapped students for whom no services are provided at present, or whose handicapping conditions are of such low incidence that regional programs seem more feasible.

Other School Systems

Fairfax County Public Schools provides funds for the educational support of students placed in residential facilities and whose education programs are provided by the county system in which the residential facilities are located (e.g., Howard County and Baltimore City, Maryland).

Reston Pre-School for Children with Developmental Difficulties

Is provided a teacher to evaluate the program as well as to establish a preschool model for Fairfax County Public Schools.

Arlington County Public Schools

Cooperates with Fairfax County Public Schools to provide a program for deaf-blind students.

Fairfax County Public Health Department

Provides Fairfax County Public Schools with physical therapy and medical consultation services for physically handicapped students; medical diagnosis, audiological and speech evaluation; and screening and clinical services in schools.

Fairfax-Falls Church Mental Health Center

Is provided with teachers and aides to staff an educational program for emotionally disturbed preschool, preadolescent, and adolescent students.

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COOPERATIVE AGREEMENT (cont.)

Department of Vocational Rehabilitation

In cooperation with Fairfax County Public Schools, provides services to the high school work-study program for the mildly retarded.

Virginia Commission for Visually Handicapped

Virginia Commission for the Visually Handicapped funds the Fairfax County Public Schools vision consultants on a 50/50 basis. Provides visually impaired students with braille and large-print books, tape recorders, and other educational materials via management of funds from the state and American Printing House for the Blind.

Northern Virginia Training Center

Fairfax County Public Schools provides transportation for certain Fairfax County students, residents of the center, to educational programs within the county.

Daytime Development Center

The transportation for the program at this center is provided in cooperation with Fairfax County Public Schools.

Private Schools for Handicapped Students

Fairfax County Public Schools provides an opportunity for students to be phased into public school programs as they are able.

Cooperative School for Handicapped Children

A transition committee has been formed between Fairfax County Public Schools and the Cooperative School for Handicapped Children, Daytime Development Center, regional special education departments and regional mental health services to help plan the smooth transition of the non-public multi-handicapped program to a public school program. Fairfax County Public Schools is presently leasing Lincolnia School building to the Cooperative School for Handicapped

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COOPERATIVE AGREEMENT (cont.)

Cooperative School for Handicapped Children (cont.)

Children for the 1973-1974 school year. In addition, two members from the Cooperative School for Handicapped Children have been asked to be members of the facilities study committee for the moderately retarded.

It is anticipated that establishing working relationships with private schools as well as with other public school systems will continue as needs are identified, particularly in low-incidence programs, in order to broaden Fairfax County Public Schools' capacity and capability in serving children with very unusual or severe handicaps.

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EVALUATION

Evaluation plans include annual updates of Five-Year Plan implementation and compliance with state guidelines. New programs and expansion of existing programs, physical facilities, transportation services, instructional materials, analyses of pupil/staff ratios, teacher certification status and inservice training activities will constitute a second part of evaluation procedures. The extent to which programs are meeting needs will be evaluated by means of the triennial county census, follow-up of low-scoring children in the state testing program, and ultimate development of a countywide screening program for systematically identifying handicapped children. Student program quality will be evaluated by assessing student entrance behaviors and skill levels, and by periodically assessing student progress in terms of developmental levels and the nature and degree of handicapping conditions.